

HIGH SCHOOL REDESIGN AND SECONDARY TRANSITION PLANNING FOR STUDENTS WITH DISABILITIES: 101

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HIGH SCHOOL REDESIGN AND SECONDARY TRANSITION PLANNING FOR STUDENTS WITH DISABILITIES: 101

What is High School Redesign?

High school redesign (HSR) is an effort to reform high schools away from traditional structures or systems to schools that prepare graduates to be successful in an increasingly knowledge-based economy. HSR assists schools in (a) recognizing the need and urgency for change, (b) using their demographic and achievement data to make decisions, and (c) planning and developing engaging work for their students.

Who are the Key Players in the High School Redesign Initiative?

The organizations listed below have identified recommendations that lead to positive in- and post-school outcomes for all students, in the context of reforming high school structures.

- **The National Association of State Boards of Education (NASBE)**
 - The National Association of State Boards of Education's (NASBE) High School Redesign Initiative has been funded by the Bill & Melinda Gates Foundation and works to keep State Boards of Education informed of research, policies, and strategies to improve high schools.
 - NASBE works with states to develop a systemic and coherent high school model with corresponding policies that support and prepare all students for the 21st century and any postsecondary pathway such as college, work, or military service.
 - More information on NASBE and HSR can be found at: http://nasbe.org/index.php?option=com_content&view=section&layout=blog&id=13&Itemid=1074
 - For more information on the Bill and Melinda Gates Foundation resources on reforming high schools see: <http://www.gatesfoundation.org/college-ready-education/Pages/default.aspx>.

- **National Association of Secondary School Principals (NASSP)**
 - NASSP is the professional organization for middle and secondary school principals that disseminates research-based professional development resources relevant to preparing all students for postsecondary education and workforce readiness
 - NASSP published *Breaking Ranks I* in 1996, which focused on leading change in high schools. They later published *Breaking Ranks II* in 2004, focusing on strategies for leading high school reform. Both documents provide school leaders with knowledge, strategies, and tools to use to engage high school staff, students, parents, as well as community members as they work together to create academically rigorous and personalized learning environments that lead to improved student performance. For ordering information for *Breaking Ranks II* see: <http://www.nassp.org/school-improvement/breaking-ranks-ii-and-high-school-reform>.

- Additionally, NASSP developed *Breaking Ranks in the Middle* as a follow-up to its high school resource focusing on leading change at the middle level: <http://www.nassp.org/school-improvement/breaking-ranks-in-the-middle>.
- For additional information on NASSP and HSR see: <http://www.nassp.org/>.
- **National High School Center**
 - The National High School Center, based at the American Institutes for Research, is funded by Office of Special Education Programs (OSEP) and Office of Elementary and Secondary Education (OESE). The National High School Center provides summaries of the latest research, user-friendly tools and products, and high-quality technical assistance on various high school issues, including high school reform.
 - NHSC identified Eight Elements of High School Improvement through a review of effective high school redesign efforts in 2008 and updated this resource in 2011. For *Eight Elements of High School Improvement: A Mapping Framework* see: <http://www.betterhighschools.org/pubs/documents/EightElementsMappingFramework.pdf>.
 - For an annotated bibliography of the Eight Elements see: <http://www.betterhighschools.org/docs/EightElementsAnnotatedBibliography.pdf>.
 - For a high school self-assessment tool see <http://www.betterhighschools.org/AssessmentTool/>.
 - More information on the National High School Center and HSR can be found at: <http://www.betterhighschools.org/topics/InnovationAndImprovement.asp>.
- **The Center for Comprehensive School Reform and Improvement (ended)**
 - CCSR was funded by a grant from the U.S. Department of Education and its funding ended in September 2009
 - However, resources (check the dates for saliency) remain available at: http://www.centerforcsri.org/index.php?option=com_frontpage&Itemid=1.

What are the Components of High School Redesign and How Do They Relate to Secondary Transition?

Essential components of HSR have been identified by the National High School Center (NHSC), The National Association for Secondary School Principals (NASSP), and the Bill and Melinda Gates Foundation. NHSC identified critical elements of high school redesign in 2008 and revisited them in 2011. The *Eight Elements of High School Improvement: A Mapping Framework* (NHSC, 2011) is based on the research on comprehensive school reform conducted in the past decade and includes (a) rigorous curriculum and instruction, (b) assessment and accountability, (c) teacher effectiveness and professional growth, (d) student and family involvement, (e) stakeholder engagement, (f) effective leadership, (g) organization and structure, and (h) sustainability. A description of each of the elements based on the research is included.

Breaking Ranks II (NASSP, 2004) is the second iteration of the organization's identification of what works in reforming secondary schools. NASSP presents thirty-one recommendations within three core areas of (a) collaborative leadership, professional learning communities, strategic use of data; (b) personalizing the school environment; and (c) curriculum, instruction, and assessment. Finally, the Bill and Melinda Gates Foundation have invested in assisting schools to prepare students for college readiness. From program evaluation data and teacher surveys, the Foundation identifies three broad strategies for reforming schools: (a) articulating high academic expectations for all students, (b) implementing innovative strategies and structures to support and engage students, and (c) empowering excellent teachers by articulating and rewarding excellent instruction. These documents can be accessed here: <http://www.gatesfoundation.org/learning/Documents/College-ready-for-all-education-plan.pdf> and <http://www.gatesfoundation.org/learning/Documents/College-ready-education-plan-brochure.pdf>.

A two-year study by the Pathways to Prosperity Project at Harvard University Graduate School of Education (2011) notes that while much emphasis is placed in high school on going on to a four-year college, only 30 percent of young adults in the United States successfully complete a bachelor's degree. The study recommends a "comprehensive pathways network" that would include three elements: embracing multiple approaches to help youth make the transition to adulthood, involving the nation's employers in things like work-based learning, and creating a new social contract with young people. For more information on the Pathways to Prosperity Project see: <http://www.gse.harvard.edu/news-impact/2010/02/pathways-to-prosperity-seeks-to-redefine-american-education-system>.

The National Secondary Transition Technical Assistance Center (NSTTAC) has also identified predictors of in- and post-school success for students with disabilities through a review of quality correlation studies (Test et al., 2009) and a review of research documents from other federally funded projects (NSTTAC, 2010; available at <http://www.nstattac.org/ebp/InSchoolPostSchoolPredictorsSuperTable.pdf>). In an attempt to identify intersections between high school redesign and improvement efforts in secondary transition for students with disabilities, NSTTAC identified commonalities in these sets of recommendations. The most common intersections with the predictors of in-school and post-school success included those related to family and student supports and instructional innovations regarding the specific researched programs from the High School Center's *Eight Elements* (NHSC, 2011). Personalizing the school learning environment, specifically related to personal adult advocates and teachers conveying a sense of caring from NASSP's *Breaking Ranks* recommendations (NASSP, 2004) align with some of the predictors of in-school success. Additionally, the Gates Foundations' recommendations intersect with the predictors of success with regard to providing innovative supports and instruction outside the classroom. Finally, the Harvard *Pathways to Prosperity* recommendations align with the in-school predictors regarding work-linked learning.

Regarding post-school predictors of success, the high school redesign recommendations align similarly. There seem to be greater alignment between the *Breaking Ranks* recommendations for curriculum and instruction, specifically related to the emphasis on providing curricula with connections to real life applications and extending the academic program beyond the school campus. Further the *Pathways to Prosperity* report recommends schools identify multiple pathways to graduation, which reflect the post-school success predictors for students with disabilities of (a) exiting with a diploma, (b) providing a program of study aligned with post-school goals, (c) providing a comprehensive transition program, (d) enrolling in occupational courses, (e) enrolling in vocational education, and (f) completing a work study program.

Below are two tables illustrating the possible intersections between initiatives. Due to the high number of predictors (represented horizontally) and high school redesign recommendations (represented vertically), the predictors of in-school success (Table 1) are also labeled A – DD, and repeated on each page of the table. Similarly, the predictors of post-school success (Table 2) are labeled A – P.

Table 1. Predictors of In-School Success (NSTTAC, 2011) Crosswalked with Recommendations for High School Redesign

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD		
	Freshman Course Performance	Taking Algebra Early	On-Track	School Attendance	School Leadership	Teacher/ Instructional Quality	Resource Management	School Safety	Student Commitment	IEP Goals: measurable postsecondary goals & transition goals met	Social Skills	Mentors: formal and informal	Parental Involvement/ Parental Support	Paid work experience	Vocational training: prevocational training and job search skills	After-school Programs	Career Academics	Achieving Success Identity Pathways program (ASIP)	Career Development Activities (CDA): career and self-awareness activities	Project Lead the Way (PLTW): hands-on curriculum in Science, Technology, Engineering, and Math (STEM) education	Project Transition: student-teacher teams with coaching model for 9th graders	Talent Development High School Ninth Grade Instructional Interventions: accelerated learning program for at-risk students	Transition Service Integration Model: integrated community, career, and postsecondary education for final year students with disabilities	Youth Transition Program: multi-faceted career preparation with interagency collaboration	Person-centered teacher variables	Teacher expectations of employment	Achievement for Latinos with Academic Success: middle school intervention	Check and Connect	Talent Search: Academic, career, and financial counseling for disadvantaged youth	Twelve Together: peer support and mentoring program		
<i>Eight Elements of High School Improvement: A Mapping Framework (National High School Center, 2011)</i>																																
Rigorous Curriculum and Instruction: alignment & coherence; instructional strategies & supports; college & career readiness						√												√		√												
Assessment and Accountability: multiple assessment strategies; data for decision making; evaluation and accountability	√	√																														
Teacher Effectiveness and Professional Growth: developing effective teachers; promoting student-centered teaching						√												√														

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD		
Student and Family Involvement: student and family supports; student engagement													√			√		√														
Stakeholder Engagement: cultivating partnerships; communication and information-sharing													√																			
Effective Leadership: leadership development; organizational management					√																											
Organization and Structure: organizational innovations; instructional innovations																	√			√	√			√	√				√			
Sustainability: resources; strategies; knowledge																																
<i>Breaking Ranks II (National Association of Secondary School Principals, 2004)</i>																																
<i>Collaborative Leadership/Professional Learning Communities</i>																																
The principal will provide leadership in the high school community by building and maintaining a vision, direction, and focus for student learning.					√																											
Each high school will establish a site council and accord other meaningful roles in decision makings to students, parents, and members of the staff to promote student learning and an atmosphere of participation, responsibility, and ownership.					√																											
A high school will regard itself as a community in which members of the																																

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD	
staff collaborate to develop and implement the school's learning goals.																															
Teachers will provide the leadership essential to the success of reform, collaborating with others in the educational community to redefine the role of the teacher and to identify sources of support for that redefined role.					√																										
Every school will be a learning community. As such, the school will promote the use of Personal Learning Plans for each educator and provide the resources to ensure that the principal, teachers, and other staff members can address their own learning and professional development needs as they relate to improved student learning.						√												√													
The school community will promote policies and practices that recognize diversity in accord with the core values of a democratic and civil society and will offer substantive ongoing professional development to help educators appreciate issues of diversity and expose students to a rich array of viewpoints, perspectives,																															

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD	
and experiences.																															
High schools will build partnerships with institutions of higher education to provide teachers and administrators at both levels with ideas and opportunities to enhance the education, performance, and evaluation of educators.					√	√																									
High schools will develop political and financial relationships with individuals, organization, and businesses to support and supplement educational programs and policies.							√																								
At least once every five years, each high school will convene a broadly based external panel to offer a Public Description of the school , a requirement that could be met in conjunction with the evaluations of state, regional, and other																															

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD
accrediting groups.																														
Personalizing the School Environment																														
High schools will create small units in which anonymity is banished.																	√				√									
Each high school teacher involved in the instructional program on a full-time basis will be responsible for contact time with no more than 90 students during a given term so that the teacher can give greater attention to the needs of every student.						√																								
Each student will have a Personal Plan for Progress that will be reviewed often to ensure that the high school takes individual needs into consideration and to allow students, within reasonable parameters, to design their own methods for learning in an effort to meet high standards.																														
Every high school student will have a Personal Adult Advocate to help him or her personalize the educational experience.												√									√						√			

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD	
Teachers will convey a sense of caring to their students so that students feel that their teachers share a stake in their learning.												√									√					√					
High schools will develop flexible scheduling and student grouping patterns that allow better use of time in order to meet the individual needs of students to ensure academic success.							√																								
The high school will engage students' families as partners in the students' education.									√				√																		
The high school community, which cannot be values-neutral, will advocate and model a set of core values essential in a democratic and civil society .																															
High schools, in conjunction with agencies in the community, will help coordinate the delivery of physical and mental health and social services for youth .								√			√																				
Curriculum, Instruction, and Assessment																															
Each high school will identify a set of essential learning --in literature and language, writing, mathematics, social studies, science, and the arts--in which students must demonstrate achievement in order to		√	√																												

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD	
graduate.																															
Each high school will present alternatives to tracking and to ability grouping.																															
The high school will reorganize the traditional department structure in order to integrate the school's curriculum to the extent possible and emphasize depth over breadth of coverage.																															
The content of the curriculum, where practical, should connect to real-life applications of knowledge and skills to help students link their education to the future.																	√														
The high school will promote service programs and student activities as integral to an education, providing opportunities for all students that support and extend academic learning.																															
The academic program will extend beyond the high school campus to take advantage of learning opportunities outside the four walls of the building.																							√	√							

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD	
Teachers will design high-quality work and teach in ways that engage students , cause them to persist, and when the work is successfully completed, result in their satisfaction and their acquisition of knowledge, critical-thinking and problem-solving skills, and other abilities valued by society.						√																									
Teachers will know and be able to use a variety of strategies and settings that identify and accommodate individual learning styles and engage students.						√																			√						
Each high school teacher will have a broad base of academic knowledge with depth in at least one subject area.						√																									
Teachers will be adept at acting as coaches and facilitators to promote more active involvement of students in their own learning.									√												√							√			
Teachers will integrate assessment into instruction so that assessment is accomplished using a variety of methods and does not merely measure students, but becomes part of the learning process.																															

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD	
Recognizing that education is a continuum, high schools will reach out to elementary and middle level schools as well as institutions of higher education to better serve the articulation of student learning and to ensure each stage of the continuum understands what will be required of students at the succeeding stage.																															
Schools will develop a strategic plan to make technology integral to curriculum, instruction, and assessment, accommodating different learning styles and helping teachers to individualize and improve the learning process.					√															√											
College Ready for All (Gates Foundation, 2009)																															
Focus on success at a higher level: defining "college-ready" with fewer and higher standards identified; clearer measures of criteria identified; methods and materials to support student success identified.			√																												
Innovate to support and engage students. Focus on use of technology and instruction outside of the classroom.																				√			√	√							
Empower excellent teachers. Establish clear goals for teaching						√																									

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	BB	CC	DD	
excellence and measure and reward achievement.																															
<i>Pathways to Prosperity (Harvard Graduate School of Education, 2011)</i>																															
Identify multiple pathways to graduation. Honor academic excellence as well as rigorous career preparation.																	√														
Provide plentiful opportunities for work-linked learning, including job shadowing and internships.														√	√				√					√	√						
Improve Instructional Quality.						√																									
Address learning needs of individual students										√																					

Table 2. Predictors of Post-School Success (Test et al., 2009) Crosswalked with Recommendations for High School Redesign

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	Inclusion in General Education	Exit Exam Requirements/High School Diploma Status	Program of Study	Transition Program	Occupational Courses	Paid Work Experience	Vocational Education	Work Study	Career Awareness	Community Experiences	Self-Advocacy/Self-Determination	Self-Care/Independent Living Skills	Social Skills	Parental Involvement	Student Support	Interagency Collaboration
<i>Eight Elements of High School Improvement: A Mapping Framework (National High School Center, 2011)</i>																
Rigorous Curriculum and Instruction: alignment & coherence; instructional strategies & supports; college & career readiness			√													
Assessment and Accountability: multiple assessment strategies; data for decision making; evaluation and accountability																
Teacher Effectiveness and Professional Growth: developing effective teachers; promoting student-centered teaching																
Student and Family Involvement: student and family supports; student engagement														√	√	
Stakeholder Engagement: cultivating partnerships; communication and information-sharing																√

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Effective Leadership: leadership development; organizational management																
Organization and Structure: organizational innovations; instructional innovations																
Sustainability: resources; strategies; knowledge																
<i>Breaking Ranks II, (National Association of Secondary School Principals, 2004)</i>																
<i>Collaborative Leadership/Professional Learning Communities</i>																
The principal will provide leadership in the high school community by building and maintaining a vision, direction, and focus for student learning.																
Each high school will establish a site council and accord other meaningful roles in decision makings to students, parents, and members of the staff to promote student learning and an atmosphere of participation, responsibility, and ownership.														√	√	
A high school will regard itself as a community in which members of the staff collaborate to develop and implement the school's learning goals.																
Teachers will provide the leadership essential to the success of reform, collaborating with others in the educational community to redefine the role of the teacher and to identify sources of																

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
support for that redefined role.																
Every school will be a learning community. As such, the school will promote the use of Personal Learning Plans for each educator and provide the resources to ensure that the principal, teachers, and other staff members can address their own learning and professional development needs as they relate to improved student learning.																
The school community will promote policies and practices that recognize diversity in accord with the core values of a democratic and civil society and will offer substantive ongoing professional development to help educators appreciate issues of diversity and expose students to a rich array of viewpoints, perspectives, and experiences.																
High schools will build partnerships with institutions of higher education to provide teachers and administrators at both levels with ideas and opportunities to enhance the education, performance, and																

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
evaluation of educators.																
High schools will develop political and financial relationships with individuals, organization, and businesses to support and supplement educational programs and policies.				√				√								√
At least once every five years, each high school will convene a broadly based external panel to offer a Public Description of the school , a requirement that could be met in conjunction with the evaluations of state, regional, and other accrediting groups.																
<i>Personalizing the School Environment</i>																
High schools will create small units in which anonymity is banished.																
Each high school teacher involved in the instructional program on a full-time basis will be responsible for contact time with no more than 90 students during a given term so that the teacher can give greater attention to the needs of every student.															√	

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Each student will have a Personal Plan for Progress that will be reviewed often to ensure that the high school takes individual needs into consideration and to allow students, within reasonable parameters, to design their own methods for learning in an effort to meet high standards.			√												√	
Every high school student will have a Personal Adult Advocate to help him or her personalize the educational experience.															√	
Teachers will convey a sense of caring to their students so that students feel that their teachers share a stake in their learning.															√	
High schools will develop flexible scheduling and student grouping patterns that allow better use of time in order to meet the individual needs of students to ensure academic success.																
The high school will engage students' families as partners in the students' education.														√		
The high school community, which cannot be values-neutral, will advocate and model a set of core values essential in a democratic and civil society .																

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
High schools, in conjunction with agencies in the community, will help coordinate the delivery of physical and mental health and social services for youth.													√			√
<i>Curriculum, Instruction, and Assessment</i>																
Each high school will identify a set of essential learning --in literature and language, writing, mathematics, social studies, science, and the arts--in which students must demonstrate achievement in order to graduate.		√														
Each high school will present alternatives to tracking and to ability grouping.	√															
The high school will reorganize the traditional department structure in order to integrate the school's curriculum to the extent possible and emphasize depth over breadth of coverage.																
The content of the curriculum, where practical, should connect to real-life applications of knowledge and skills to help students link their education to the future.				√	√		√	√								
The high school will promote service programs and student activities as integral to an education, providing opportunities for all students that support and extend				√												

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
academic learning.																
The academic program will extend beyond the high school campus to take advantage of learning opportunities outside the four walls of the building.				√				√		√						
Teachers will design high-quality work and teach in ways that engage students , cause them to persist, and when the work is successfully completed, result in their satisfaction and their acquisition of knowledge, critical-thinking and problem-solving skills, and other abilities valued by society.																
Teachers will know and be able to use a variety of strategies and settings that identify and accommodate individual learning styles and engage students.															√	
Each high school teacher will have a broad base of academic knowledge with depth in at least one subject area.																

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Teachers will be adept at acting as coaches and facilitators to promote more active involvement of students in their own learning.											√					
Teachers will integrate assessment into instruction so that assessment is accomplished using a variety of methods and does not merely measure students, but becomes part of the learning process.																
Recognizing that education is a continuum, high schools will reach out to elementary and middle level schools as well as institutions of higher education to better serve the articulation of student learning and to ensure each stage of the continuum understands what will be required of students at the succeeding stage.																
Schools will develop a strategic plan to make technology integral to curriculum, instruction, and assessment, accommodating different learning styles and helping teachers to individualize and improve the learning process.																
<i>College Ready for All (Gates Foundation, 2009)</i>																

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Focus on success at a higher level: defining "college-ready" with fewer and higher standards identified; clearer measures of criteria identified; methods and materials to support student success identified.																
Innovate to support and engage students. Focus on use of technology and instruction outside of the classroom.								√		√						
Empower excellent teachers. Establish clear goals for teaching excellence and measure and reward achievement.																
<i>Pathways to Prosperity (Harvard Graduate School of Education, 2011)</i>																
Identify multiple pathways to graduation. Honor academic excellence as well as rigorous career preparation.		√	√	√	√		√	√								
Provide plentiful opportunities for work-linked learning, including job shadowing and internships.						√		√		√						
Improve Instructional Quality.																
Address learning needs of individual students															√	

What Literature is there on High School Redesign and Students with Disabilities

The National High School Center and NSTTAC recently developed an annotated bibliography on special education's role in high school redesign. The document summarizes 59 resources including: (a) intervention research, (b) survey and correlation research, as well as (c) opinion pieces and program evaluations. The NHSC/NSTTAC High School Redesign annotated bibliography may be reviewed at:

http://www.betterhighschools.org/pubs/documents/NHSC_SpecialEdBibliography.pdf.

How Can High School Redesign be Funded?

While HSR efforts may be funded using a variety of resources, two frequently identified are The Bill and Melinda Gates Foundation and Title I School Improvement Grants in High School Improvement. Each is briefly described below.

- **The Bill and Melinda Gates Foundation Grants**
 - The Bill and Melinda Gates Foundation began supporting schools in the late 1990s.
 - The Foundation's education team works directly with districts and states in an effort to increase high school graduation and college-readiness rates by improving high schools. To view initiatives funded in the United States see the map located at: <http://www.gatesfoundation.org/college-ready-education/Pages/default.aspx>.
- **Title I School Improvement Grants and High School Improvement**
 - The Title I School Improvement Grants (SIG) represent one funding stream under the American Recovery and Reinvestment Act of 2009 (ARRA) intended to address the needs of the nation's most persistently low-performing schools. New SIG guidance allows states to target their lowest performing high schools, even if they are not currently receiving Title I funds. For more on the SIG regulations, see the U.S. Department of Education's School Improvement Fund page: <http://www2.ed.gov/programs/sif/legislation.html#guidance>.
 - The Department of Education Appropriations Act of 2010, provided \$546 million for School Improvement Grants in fiscal year (FY) 2010. In addition, the U.S. Department of Education estimates that, collectively, States have carried over approximately \$825 million in FY 2009 SIG funds that will be combined with FY 2010 SIG funds, for a total of nearly \$1.4 billion that will be awarded by States as part of their FY 2010 SIG competitions.
 - More information on Title 1 Improvement Grants can be found at: <http://www2.ed.gov/programs/sif/index.html>

How are States Implementing High School Redesign?

Nationally, high schools are changing the way in which they function and provide instruction and services to students. Below are some examples of these efforts.

- Qualified school districts applying for School Improvement Grant (SIG) Resources must choose one of four SIG improvement models: Closure, Restart, Turnaround, or Transformation. In the Closure model the school is closed and

students are assigned to other schools. In the Restart model schools are closed then reopened as charter schools or as schools run by private educational management organizations. Districts that choose to keep their schools open and maintain control; they can choose between the Turnaround and Transformation models. Each model is briefly described below. The four federally-required school improvement models from which districts are allowed to choose from are:

- **School Closure:** The district would close a failing school and enroll the students who attended that school in other high-achieving schools in the district.
 - **Restart Model:** School districts would close the school and reopen it under the management of a charter school operator, a charter management organization, or an educational management organization selected through a rigorous review process. A school using the restart improvement model would be required to enroll, within the grades it serves, any former student who wishes to attend.
 - **Transformational Model:** Districts must address four specific areas: (a) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; (b) implementing comprehensive instructional reform strategies; (c) extending learning and teacher planning time and creating community-oriented schools; and (d) providing operating flexibility and sustained support.
 - **Turnaround Model:** This would include among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure, and implementing a new or revised instructional program.
- For more information on School Improvement Grant Resources can be found at: <http://educationnorthwest.org/resource/1071>.
 - High school improvement initiatives funded by The Bill and Melinda Gates Foundation are described and can be viewed on the map at: <http://www.gatesfoundation.org/college-ready-education/Pages/default.aspx>.
 - The National High School Center provides an interactive map on its website called "Navigating the National High School Improvement Landscape." This map provides information about each state's high school improvement initiatives well as the state's high school graduation requirements as of the 2008-09 school year. This map is available at: <http://www.betterhighschools.org/map/default.asp> and summaries are provided in Table 4 of this document.
 - Within the National High School Center's interactive map are lists of national improvement initiatives at work in states. National initiatives are defined as significant programs, projects, technical assistance, or key information clearinghouses dedicated to high school improvement. More information and research on each initiative is available in the table below:

Table 3. Descriptions on National High School Redesign Initiatives

Initiative	Link to Synthesis
<p>Advancing the Dual Agenda in High School Reform</p> <ul style="list-style-type: none"> An initiative that Jobs for the Future (JFF) employs is the doubling of the number of low-income young people who enter and complete postsecondary education. This initiative advocates adopting achievement and high graduation rate policies by states, including supporting effective pathways from high school to college and aligning high school graduation standards with college entrance standards. 	<p>http://www.betterhighschools.org/map/advancing.asp</p>
<p>America's Choice</p> <ul style="list-style-type: none"> America's Choice School Design, developed by and now a subsidiary of the National Center on Education and the Economy (NCEE) began in 1998. It is a comprehensive K–12 education reform model intended to prepare students for college and eliminate the need for remediation at that level. The model includes performance standards, curriculum materials, assessments, literacy instruction, cross-age tutoring, mathematics instruction, student citizenship, professional community, safety nets, stronger teacher–student relationships, a leadership team, onsite technical assistance, high-quality professional development, and community/family outreach. 	<p>http://www.betterhighschools.org/map/choice.asp</p>
<p>America's Promise</p> <ul style="list-style-type: none"> The America's Promise Alliance includes more than 150 partner organizations representing business, education, government, and community. The Alliance's focus is to support Dropout Prevention Summits in all 50 states, as well as inviting 55 mayors to host city-focused summits with the intention of (a) increasing awareness, (b) encouraging public–private collaboration, and (c) facilitating action in states and communities that want to improve their graduation rates. 	<p>http://www.betterhighschools.org/map/promise.asp</p>
<p>Education Commission of the States' High School Policy Center</p> <ul style="list-style-type: none"> The Education Commission of the States (ECS) is an interstate group dedicated to education policy and state efforts to improve the quality of education. ECS hosts meetings and its website serves as an online 	<p>http://www.betterhighschools.org/map/hs_policy.asp</p>

<p>resource for policymakers containing current state policies, vetted research, and issue-specific projects, including projects in Early Learning, High School, Leadership, Postsecondary, and Teaching Quality.</p>	
<p>National Governors Association Honor States (NGA)</p> <p>NGA, with the support of the Bill & Melinda Gates Foundation, created two phases of awards for education reform at the state level. Honor States were required to (a) set 10-year performance goals for graduation and college readiness rates and publicly report with data, (b) adopt a four-year cohort high school graduation measure, (c) develop a structure for P-16 education, (d) participate in the National Education Data Partnership initiative, and (e) communicate to build public will for high school redesign. Phase two grants are specifically for states that are undertaking reform by: (a) increasing course rigor, (b) expanding advanced placement participation, (c) using virtual learning to advance high school improvement, (d) turning around low-performing high schools, (e) improving teachers' knowledge and skills and recruitment and retention, (f) developing a statewide longitudinal K–16 data system, and (g) streamlining education governance. This initiative focuses on creating recommendations for improving high schools so that fewer students will drop out or leave high school unprepared for work.</p>	<p>http://www.betterhighschools.org/map/governors.asp</p>
<p>Small Learning Communities (SLCs)</p> <ul style="list-style-type: none"> • The Department of Education supports the creation of SLCs across the country by giving grants to local education agencies. • Student populations of participating schools do not exceed 400 to enable smaller classroom sizes in order to reach more learners. • The communities encourage strong relationships between faculty and students and increased student engagement. 	<p>http://www.betterhighschools.org/map/learning.asp</p>
<p>The American Diploma Project</p> <ul style="list-style-type: none"> • The American Diploma Project (ADP) is a partnership of Achieve, Inc., The Education Trust, and the Thomas B. Fordham Foundation, that has identified what they consider to be an essential knowledge base for postsecondary success. • ADP recommends a rigorous curriculum for all students and includes examples of the types of reading and mathematics problems its benchmarks address in an effort to define rigor. Although each of the 32 states 	<p>http://www.betterhighschools.org/map/diploma.asp</p>

<p>currently active in the ADP Network have agreed to certain common goals, each state devises its own action plan for implementing the benchmarks.</p>	
<p>The Council of Chief State School Officers' Resources for Secondary School Redesign</p> <ul style="list-style-type: none"> • The Council of Chief State School Officers (CCSSO) is comprised of the officials who head state departments of education, including the District of Columbia, the Department of Defense Education Activity, and five extra-state jurisdictions. • CCSSO works to create member consensus on the issues, and it undertakes a number of projects providing advocacy, technical assistance, and resources to the states. It publishes research reports and issues briefs on pertinent topics to inform state efforts at education reform. 	<p>http://www.betterhighschools.org/map/council.asp</p>
<p>The Data Quality Campaign</p> <ul style="list-style-type: none"> • The Data Quality Campaign (DQC), launched in 2005, is managed by National Center for Educational Achievement (NCEA) and funded by The Bill & Melinda Gates Foundation, Casey Family Programs, and Lumina Foundation for Education. • The goals of the DQC include (a) implementing longitudinal data systems in all 50 states, (b) increasing understanding about how to use longitudinal data to improve student achievement, and (c) ensuring efficient data transfer and exchange. 	<p>http://www.betterhighschools.org/map/data.asp</p>
<p>The Early College High School Initiative (ECHSI)</p> <ul style="list-style-type: none"> • ECHSI is a partnership of organizations established in 2002 that are committed to redesigning high schools to give students traditionally underrepresented in higher education the opportunity to earn a high school diploma and up to 2 years of college credits by the end of high school. • The compression of the end of high school/beginning of college encourages a rigorous curriculum and enrollment in postsecondary education. Students receive up to 2 years of college level education free, thus reducing the cost of a degree. • The ECHSI focuses on the 3Rs of rigor, relevance, and relationships identified by The Bill & Melinda Gates Foundation which provides start-up capital for this initiative. 	<p>http://www.betterhighschools.org/map/hs_initiative.asp</p>
<p>21st Century Skills</p>	<p>http://www.betterhighschools.org</p>

<ul style="list-style-type: none"> • Formed in 2002, the Partnership for 21st Century Skills (the Partnership) is an advocacy organization made up of businesses, education leaders, and policymakers that promote incorporating 21st Century Skills into high school curricula. • The initiative developed its framework through outreach to business leaders and education experts to create a common acceptance around what constitute 21st Century skills. 	<p>.org/map/century.asp</p>
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Table 4. State Specific High School Redesign Initiatives

State	Initiatives Implemented	State	Initiatives Implemented
<p>Alabama</p>	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Promise • The American Diploma Project • The Council of Chief State School Officers' Resources for Secondary School Redesign • The Data Quality Campaign • The Early College High School Initiative • Education Commission of the States' High School Policy Center • National Governors Association Honor States • Small Learning 	<p>Montana</p>	<ul style="list-style-type: none"> • America's Promise • The Council of Chief State School Officers' Resources for Secondary School Redesign • Education Commission of the States' High School Policy Center • Small Learning Communities

	Communities		
Alaska	<ul style="list-style-type: none"> • America's Promise • The Early College High School Initiative • Education Commission of the States' High School Policy Center • Small Learning Communities 	Nebraska	<ul style="list-style-type: none"> • America's Promise • Education Commission of the States' High School Policy Center
Arizona	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Promise • The American Diploma Project • The Council of Chief State School Officers' Resources for Secondary School Redesign • The Early College High School Initiative • Education Commission of the States' High School Policy Center • National Governors Association Honor States • Small Learning Communities 	Nevada	<ul style="list-style-type: none"> • America's Choice • America's Promise • Education Commission of the States' High School Policy Center • The American Diploma Project • The Council of Chief State School Officers' Resources for Secondary School Redesign • National Governors Association Honor States • Small Learning Communities
Arkansas	<ul style="list-style-type: none"> • Advancing the 	New Hampshire	<ul style="list-style-type: none"> • America's

	<ul style="list-style-type: none"> Dual Agenda in High School Reform • America's Choice • America's Promise • The American Diploma Project • The Data Quality Campaign • Education Commission of the States' High School Policy Center • National Governors Association Honor States • Small Learning Communities 		<ul style="list-style-type: none"> Choice • America's Promise • The Council of Chief State School Officers' Resources for Secondary School Redesign • Education Commission of the States' High School Policy Center • National Governors Association Honor States • Small Learning Communities
California	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Choice • America's Promise • The American Diploma Project • The Data Quality Campaign • The Early College High School Initiative • Education Commission of the States' High School Policy Center • Small Learning 	New Jersey	<ul style="list-style-type: none"> • 21st Century Skills • Advancing the Dual Agenda in High School Reform • America's Choice • America's Promise • The American Diploma Project • The Council of Chief State School Officers' Resources for Secondary School Redesign • Education Commission of the States' High

	Communities		<p>School Policy Center</p> <ul style="list-style-type: none"> • National Governors Association Honor States • Small Learning Communities
Colorado	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Choice • America's Promise • The American Diploma Project • The Data Quality Campaign • The Early College High School Initiative • Education Commission of the States' High School Policy Center • Small Learning Communities 	New Mexico	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Choice • America's Promise • The American Diploma Project • The Council of Chief State School Officers' Resources for Secondary School Redesign • The Data Quality Campaign • The Early College High School Initiative • Education Commission of the States' High School Policy Center • Small Learning Communities
Connecticut	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Choice 	New York	<ul style="list-style-type: none"> • America's Choice • America's Promise • The Council of Chief State

	<ul style="list-style-type: none"> • America's Promise • The American Diploma Project • The Council of Chief State School Officers' Resources for Secondary School Redesign • The Data Quality Campaign • The Early College High School Initiative • Education Commission of the States' High School Policy Center • National Governors Association 		<p>School Officers' Resources for Secondary School Redesign</p> <ul style="list-style-type: none"> • The Early College High School Initiative • Education Commission of the States' High School Policy Center • Small Learning Communities
<p>Delaware</p>	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Choice • America's Promise • The American Diploma Project • The Data Quality Campaign • Education Commission of the States' High School Policy Center • National Governors 	<p>North Carolina</p>	<ul style="list-style-type: none"> • 21st Century Skills • Advancing the Dual Agenda in High School Reform • America's Choice • America's Promise • The American Diploma Project • The Council of Chief State School Officers' Resources for Secondary School Redesign • The Early

	<p>Association Honor States</p>		<p>College High School Initiative</p> <ul style="list-style-type: none"> • Education Commission of the States' High School Policy Center • National Governors Association Honor States • Small Learning Communities
<p>District of Columbia</p>	<ul style="list-style-type: none"> • America's Choice • America's Promise • The American Diploma Project • The Council of Chief State School Officers' Resources for Secondary School Redesign • The Early College High School Initiative • Education Commission of the States' High School Policy Center • Small Learning Communities 	<p>North Dakota</p>	<ul style="list-style-type: none"> • America's Promise • Education Commission of the States' High School Policy Center
<p>Florida</p>	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Choice • America's Promise 	<p>Ohio</p>	<ul style="list-style-type: none"> • America's Promise • The American Diploma Project • The Council of Chief State School Officers' Resources for

	<ul style="list-style-type: none"> • The American Diploma Project • The Data Quality Campaign • The Early College High School Initiative • Education Commission of the States' High School Policy Center • National Governors Association Honor States • Small Learning Communities 		<p>Secondary School Redesign</p> <ul style="list-style-type: none"> • The Data Quality Campaign • The Early College High School Initiative • Education Commission of the States' High School Policy Center • Small Learning Communities
<p>Georgia</p>	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Choice • America's Promise • The American Diploma Project • The Council of Chief State School Officers' Resources for Secondary School Redesign • The Data Quality Campaign • The Early College High School Initiative • Education Commission of the States' High 	<p>Oklahoma</p>	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Promise • The American Diploma Project • Education Commission of the States' High School Policy Center • National Governors Association Honor States

	<p>School Policy Center</p> <ul style="list-style-type: none"> • National Governors Association Honor States • Small Learning Communities 		
Hawaii	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Choice • America's Promise • The American Diploma Project • The Council of Chief State School Officers' Resources for Secondary School Redesign • Education Commission of the States' High School Policy Center 	Oregon	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Choice • America's Promise • The American Diploma Project • The Early College High School Initiative • Education Commission of the States' High School Policy Center • Small Learning Communities
Idaho	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Promise • The American Diploma Project • The Data Quality Campaign • Small Learning Communities 	Pennsylvania	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Choice • America's Promise • The American Diploma Project • The Council of Chief State School Officers' Resources for

			<p>Secondary School Redesign</p> <ul style="list-style-type: none"> • The Data Quality Campaign • The Early College High School Initiative • Education Commission of the States' High School Policy Center • National Governors Association Honor States • Small Learning Communities
Illinois	<ul style="list-style-type: none"> • America's Choice • America's Promise • The Council of Chief State School Officers' Resources for Secondary School Redesign • Education Commission of the States' High School Policy Center • Small Learning Communities 	Rhode Island	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Choice • America's Promise • The American Diploma Project • The Council of Chief State School Officers' Resources for Secondary School Redesign • Education Commission of the States' High School Policy Center • National Governors Association

			<p>Honor States</p> <ul style="list-style-type: none"> • Small Learning Communities
Indiana	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Promise • The American Diploma Project • The Council of Chief State School Officers' Resources for Secondary School Redesign • Education Commission of the States' High School Policy Center • National Governors Association Honor States • Small Learning Communities 	South Carolina	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Choice • America's Promise • The Council of Chief State School Officers' Resources for Secondary School Redesign • The Data Quality Campaign • The Early College High School Initiative • Education Commission of the States' High School Policy Center • Small Learning Communities
Iowa	<ul style="list-style-type: none"> • 21st Century Skills • America's Promise • The Council of Chief State School Officers' Resources for Secondary School Redesign • Education Commission of 	South Dakota	<ul style="list-style-type: none"> • 21st Century Skills • America's Promise • The Council of Chief State School Officers' Resources for Secondary School Redesign • Education Commission of

	<p>the States' High School Policy Center</p> <ul style="list-style-type: none"> • National Governors Association Honor States • Small Learning Communities 		<p>the States' High School Policy Center</p> <ul style="list-style-type: none"> • Small Learning Communities
Kansas	<ul style="list-style-type: none"> • 21st Century Skills • America's Promise • The Council of Chief State School Officers' Resources for Secondary School Redesign • Education Commission of the States' High School Policy Center • National Governors Association Honor States • Small Learning Communities 	Tennessee	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Choice • America's Promise • The American Diploma Project • The Council of Chief State School Officers' Resources for Secondary School Redesign • The Data Quality Campaign • The Early College High School Initiative • Education Commission of the States' High School Policy Center • National Governors Association Honor States • Small Learning Communities
Kentucky	<ul style="list-style-type: none"> • Advancing the 	Texas	<ul style="list-style-type: none"> • Advancing the

	<p>Dual Agenda in High School Reform</p> <ul style="list-style-type: none"> • America's Choice • America's Promise • The American Diploma Project • The Council of Chief State School Officers' Resources for Secondary School Redesign • The Data Quality Campaign • The Early College High School Initiative • Education Commission of the States' High School Policy Center • National Governors Association Honor States • Small Learning Communities 		<p>Dual Agenda in High School Reform</p> <ul style="list-style-type: none"> • America's Choice • America's Promise • The American Diploma Project • The Council of Chief State School Officers' Resources for Secondary School Redesign • The Data Quality Campaign • The Early College High School Initiative • Education Commission of the States' High School Policy Center • Small Learning Communities
Louisiana	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Promise • The American Diploma Project • The Council of Chief State School Officers' Resources for 	Utah	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Promise • The Data Quality Campaign • The Early College High School Initiative

	<p>Secondary School Redesign</p> <ul style="list-style-type: none"> • The Data Quality Campaign • The Early College High School Initiative • Education Commission of the States' High School Policy Center • National Governors Association Honor States • Small Learning Communities 		<ul style="list-style-type: none"> • Education Commission of the States' High School Policy Center • Small Learning Communities
<p>Maine</p>	<ul style="list-style-type: none"> • 21st Century Skills • Advancing the Dual Agenda in High School Reform • America's Choice • America's Promise • The American Diploma Project • The Council of Chief State School Officers' Resources for Secondary School Redesign • Education Commission of the States' High School Policy Center • National 	<p>Vermont</p>	<ul style="list-style-type: none"> • Education Commission of the States' High School Policy Center • America's Promise • Small Learning Communities

	<p>Governors Association Honor States</p> <ul style="list-style-type: none"> • Small Learning Communities 		
Maryland	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Choice • America's Promise • The American Diploma Project • The Data Quality Campaign • The Early College High School Initiative • Education Commission of the States' High School Policy Center • Small Learning Communities 	Virginia	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Promise • The American Diploma Project • The Council of Chief State School Officers' Resources for Secondary School Redesign • The Data Quality Campaign • Education Commission of the States' High School Policy Center • National Governors Association Honor States • Small Learning Communities
Massachusetts	<ul style="list-style-type: none"> • 21st Century Skills • Advancing the Dual Agenda in High School Reform • America's Choice • America's Promise 	Washington	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Choice • America's Promise • The American Diploma Project

	<ul style="list-style-type: none"> • The American Diploma Project • The Data Quality Campaign • The Early College High School Initiative • Education Commission of the States' High School Policy Center • National Governors Association Honor States • Small Learning Communities 		<ul style="list-style-type: none"> • The Council of Chief State School Officers' Resources for Secondary School Redesign • The Data Quality Campaign • The Early College High School Initiative • Education Commission of the States' High School Policy Center • Small Learning Communities
<p>Michigan</p>	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Choice • America's Promise • The American Diploma Project • The Data Quality Campaign • The Early College High School Initiative • Education Commission of the States' High School Policy Center • National Governors Association Honor States 	<p>West Virginia</p>	<ul style="list-style-type: none"> • 21st Century Skills • America's Promise • The Council of Chief State School Officers' Resources for Secondary School Redesign • Education Commission of the States' High School Policy Center • Small Learning Communities

	<ul style="list-style-type: none"> • Small Learning Communities 		
Minnesota	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Choice • America's Promise • The American Diploma Project • The Council of Chief State School Officers' Resources for Secondary School Redesign • Education Commission of the States' High School Policy Center • National Governors Association Honor States • Small Learning Communities 	Wisconsin	<ul style="list-style-type: none"> • 21st Century Skills • Advancing the Dual Agenda in High School Reform • America's Choice • America's Promise • The American Diploma Project • The Council of Chief State School Officers' Resources for Secondary School Redesign • The Data Quality Campaign • The Early College High School Initiative • Education Commission of the States' High School Policy Center • National Governors Association Honor States • Small Learning Communities
Mississippi	<ul style="list-style-type: none"> • Advancing the Dual Agenda in High School Reform • America's Promise 	Wyoming	<ul style="list-style-type: none"> • America's Promise • The Council of Chief State School Officers' Resources for

	<ul style="list-style-type: none"> • The American Diploma Project • National Governors Association Honor States • Education Commission of the States' High School Policy Center • Small Learning Communities 		<p>Secondary School Redesign</p> <ul style="list-style-type: none"> • Education Commission of the States' High School Policy Center • National Governors Association Honor States
<p>Missouri</p>	<ul style="list-style-type: none"> • America's Promise • The Council of Chief State School Officers' Resources for Secondary School Redesign • The Early College High School Initiative • Education Commission of the States' High School Policy Center • Small Learning Communities 		

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- Test, D. W., Mazzotti, V. L., Mustian, A. L., Fowler, C. H., Kortering, L. J., & Kohler, P. H. (2009). Evidence-based secondary transition predictors for improving post-school outcomes for students with disabilities. *Career Development for Exceptional Individuals*, 32, 160-181. Doi: 10.1177/0885728809346960.