

High School Task Force Report

April 2007

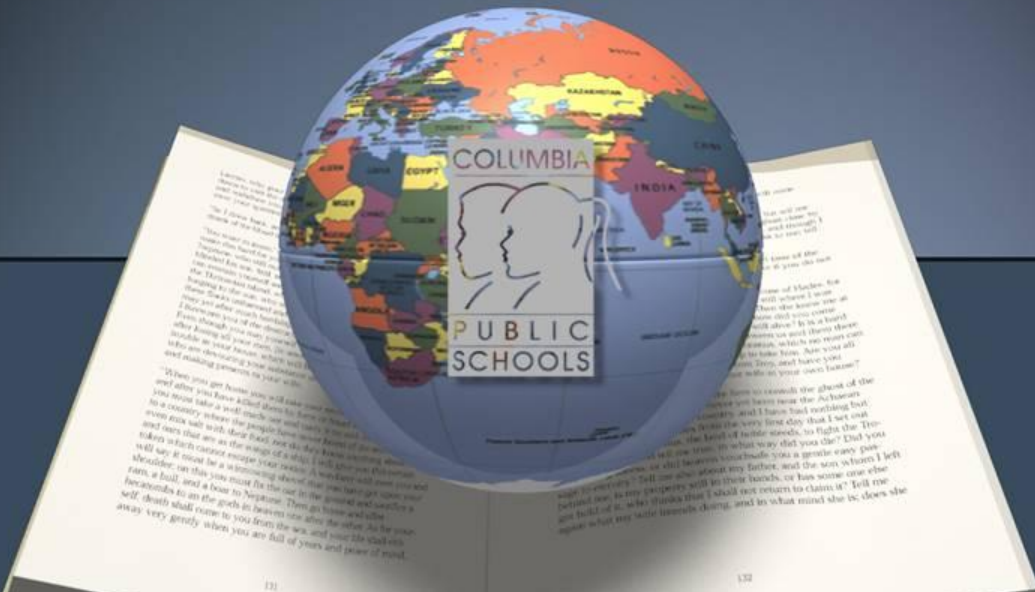


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THE CHARGE

The Missouri State High School Task Force was charged by the Commissioner of Education during the 2004-05 school year to look at two big picture questions as they relate to high school reform:

- How do we ensure that all Missouri graduates are prepared to successfully enter college or the world of work?
- What does a high school look like where all students are “proficient?”

One of the outcomes of this state task force was to increase the number of credits required for high school graduation in Missouri. Shortly after their mandate, Dr. Phyllis Chase, Superintendent of the Columbia Public Schools, commissioned a local task force (CPS High School Task Force) in August of 2005.

Her charge to the task force was threefold:

- Look at the immediate implications of the mandated credit increase for students in the Columbia Public Schools.
- Utilize the national and state focus on high school reform to dialogue with stakeholders about high schools.
- Present findings and recommendations to the local board of education about high school reform.

The district has three high schools, two comprehensive and one alternative. All three high schools have done a commendable job of graduating students ready to take on post-secondary opportunities. A district objective is to prepare all high school graduates to successfully compete for quality post-secondary opportunities. These opportunities include college and the world of work.

MAKING THE CASE FOR HIGH SCHOOL REFORM

One of the first items on the agenda of the local task force was to read a document produced by the State Task Force entitled *Improving Missouri High Schools: A Report of the Commissioner's Study Group on High School Reform*. This document describes some concerning details about high schools in Missouri and throughout the nation. It states, “National reports document that the high school experience, as we have come to know it in most high schools in our state and country, leaves many students ill-prepared for post-high school life. . .” In researching high schools, one hears them called everything from an anachronism to a wasted opportunity for adolescents.

The reality for the Columbia Public Schools, however, is a lot more optimistic. Our students continue to score above state and national standards on standardized tests such as the ACT and MAP. Well over a majority of our students enter college. Although, according to the National Student Clearinghouse, our graduates entering into college is down slightly from other years, more than sixty-five percent of graduates are attending

college, with the majority of these students attending four-year private or public institutions. The apparent drop from the 2005 to 2006 status of students entering college does not alarm us at this date, because it is not uncommon for some students to delay their entry into college from high school for a semester.

The Task Force is proud of the fact when reading the dismal statistics regarding the state of high schools in Missouri and the nation, that our high schools have done a good job of providing an array of challenging offerings and opportunities to prepare students for quality post-secondary opportunities.

Therefore, why is a discussion regarding high school reform necessary or appropriate for the Columbia Public Schools? We contend it is imperative because high performing schools are only as successful as their least successful students. The declining dropout rate in the Columbia Public Schools, now at 3.7 percent after being as high as 9.76 percent only ten years ago, is a testament to the hard work and innovative practices of our district. However, when one realizes that 3.7 percent translates into 198 students that dropped out of school in the district the magnitude hits home. Coupled with the fact that some of our graduates are not prepared to compete for or be successful in quality post-secondary opportunities, it becomes very important that the district engage in the state and national dialogue about high schools.

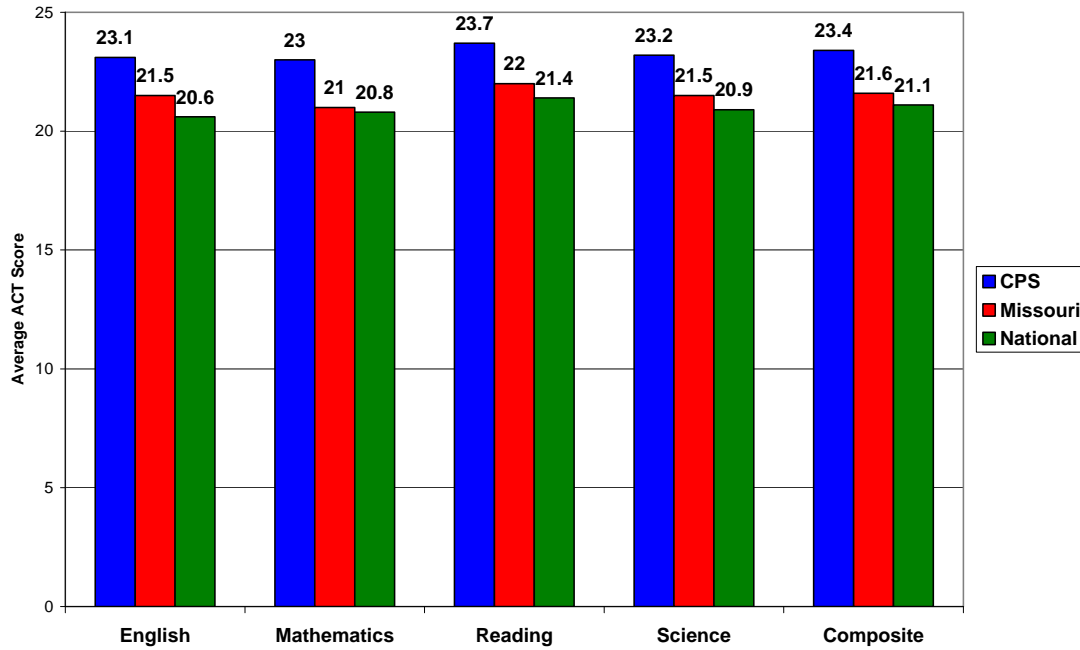
The task force believes that the Columbia Public Schools is in an excellent position to engage in a discussion about high schools, because Hickman, Rock Bridge and Douglass and the Columbia Area Career Center are doing really good work engaging and preparing most students. One need only look at Hickman's Success Center, Rock Bridge's advisory and implementation of professional learning communities, Douglass' satellite vocational training programs, the Columbia Area Career Center's phenomenal career and vocational offerings, and the scope of the district's course offerings for high school students to know that district high schools have a lot to add to the discussion on reform.

The purpose of the CPS High School Task Force is to identify the non-negotiable reform themes regarding high school reform and best practice; to identify what is known about what works; and to identify the mainstream consensus and findings about the structures, procedures and conditions that support the growth and learning of teenagers.

The data that follow are about who our students are now, and the ensuing report is about the opportunity the community, district, and schools have to cultivate change and reform resulting in the enhanced "proficiency" of all high school students.

The Average Scale Score ACT for the Class of 2006

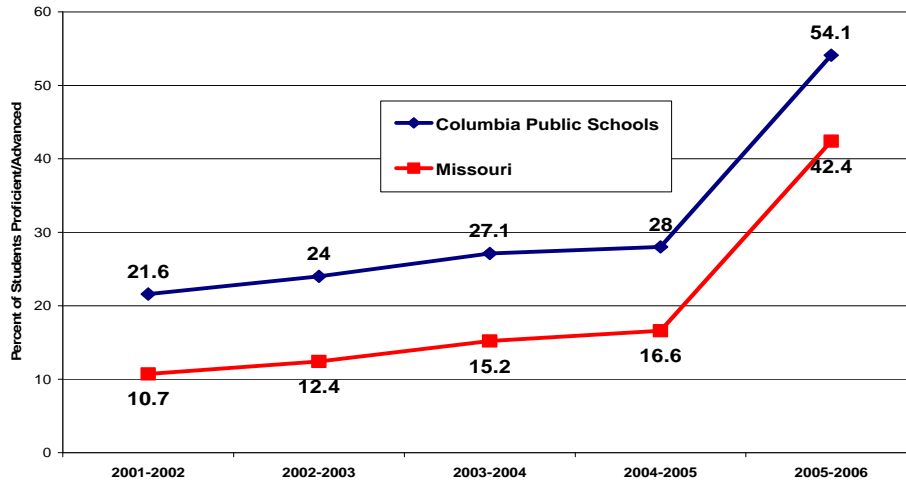
ACT 2006



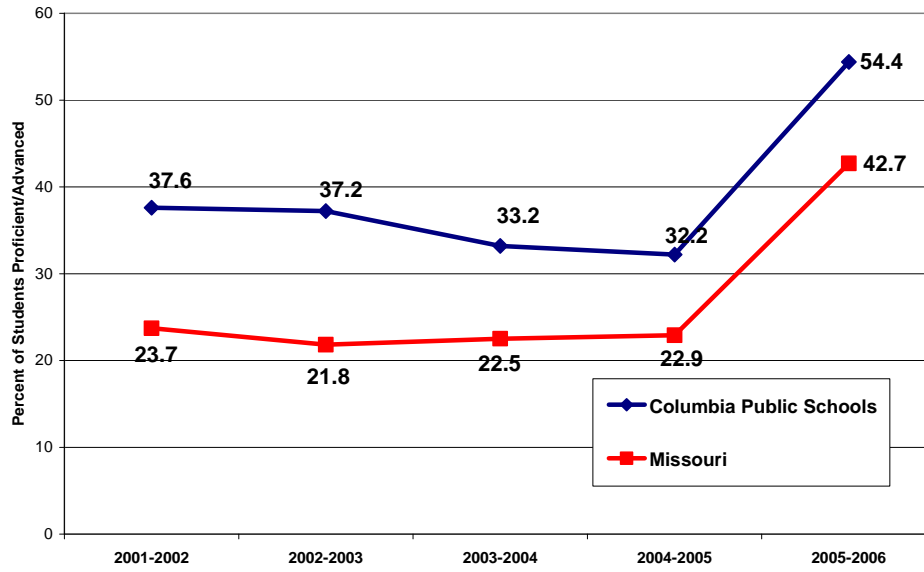
This graph for the Class of 2006 is consistent with the fact that Columbia Public Schools students score higher on the ACT than national or state averages. Scores of 0-36 are possible on the ACT.

Columbia Public Schools students have scored well above state averages over time. In 2006, the Missouri Assessment Program (MAP) tests were changed and, as a result, comparisons of 2006 results to prior years should be made with caution. However, it is apparent that district high school students continue to score above their Missouri counterparts to the same degree.

**Columbia Public Schools and State of Missouri
MAP Mathematics - Tenth Grade
MAP Performance 2001-2006**



**Columbia Public Schools and State of Missouri
MAP Communication Arts - Eleventh Grade
MAP Performance 2001-2006**

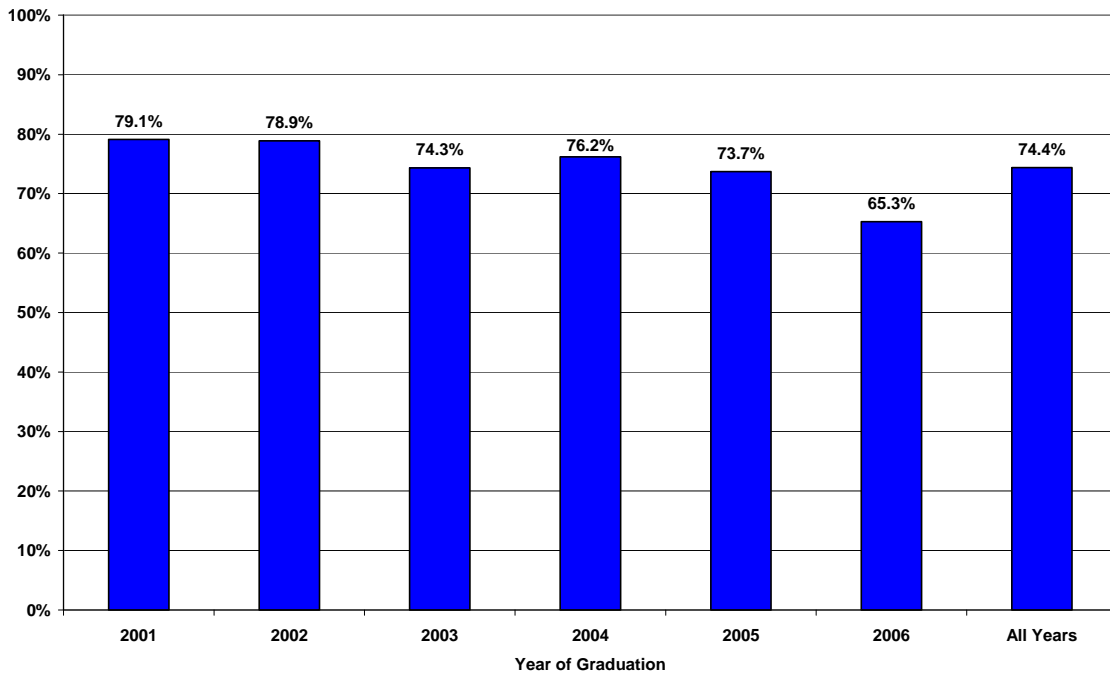


Graduate Follow-up Data for Columbia Public Schools

In November 2006, Columbia Public Schools (CPS) contracted with the National Student Clearinghouse (NSC) for follow-up studies. NSC maintains records regarding college enrollment of students at more than 2,800 colleges and universities, which includes 80 percent of institutions representing 91 percent of students. The data received from NSC provided documentation of the number and percent of graduates initially enrolled in college.

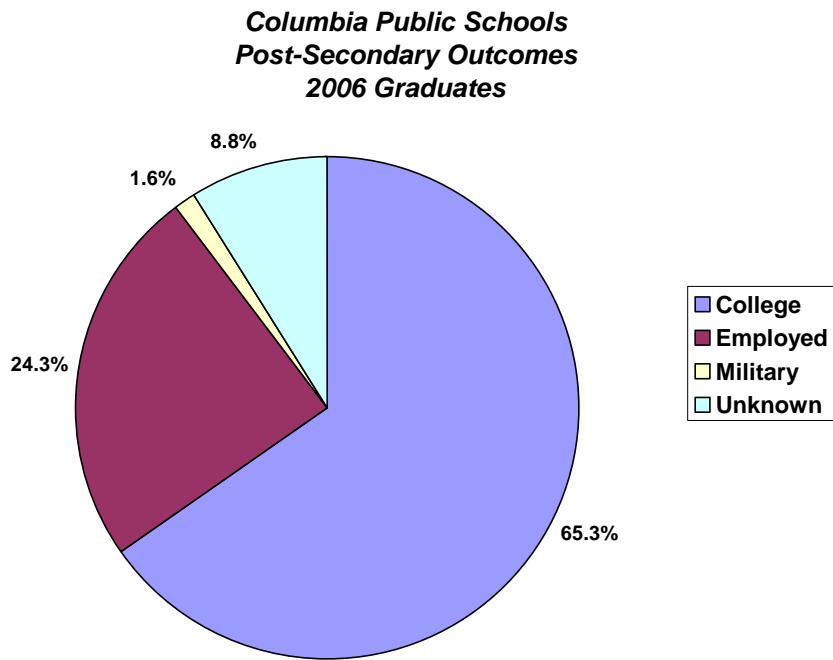
The following chart shows the initial college enrollment trends of CPS graduates from the 2001 graduating class through the 2006 graduating class. 2006 data only reflects students who enrolled in college immediately in the fall after high school graduation. These data will be revised periodically to reflect future college enrollment.

Initial College Enrollment of Graduates



Year of Graduation	2001	2002	2003	2004	2005	2006	All Years
Total # High School Graduates	909	1,008	1,051	1,104	1,016	1,095	6,183
Total College Enrolled	719	795	781	841	749	715	4,600
% of High School Graduates	79.10%	78.87%	74.31%	76.18%	73.72%	65.30%	74.40%

These data reflect known information regarding post-secondary status of the most recent graduating class.



THE TASK FORCE AND ITS WORK

The local task force began its work in September 2005. The work was divided into two phases. **Phase One** looked *at the immediate implications of increased high school requirements beginning with the Class of 2010.*

High School Graduation Requirements

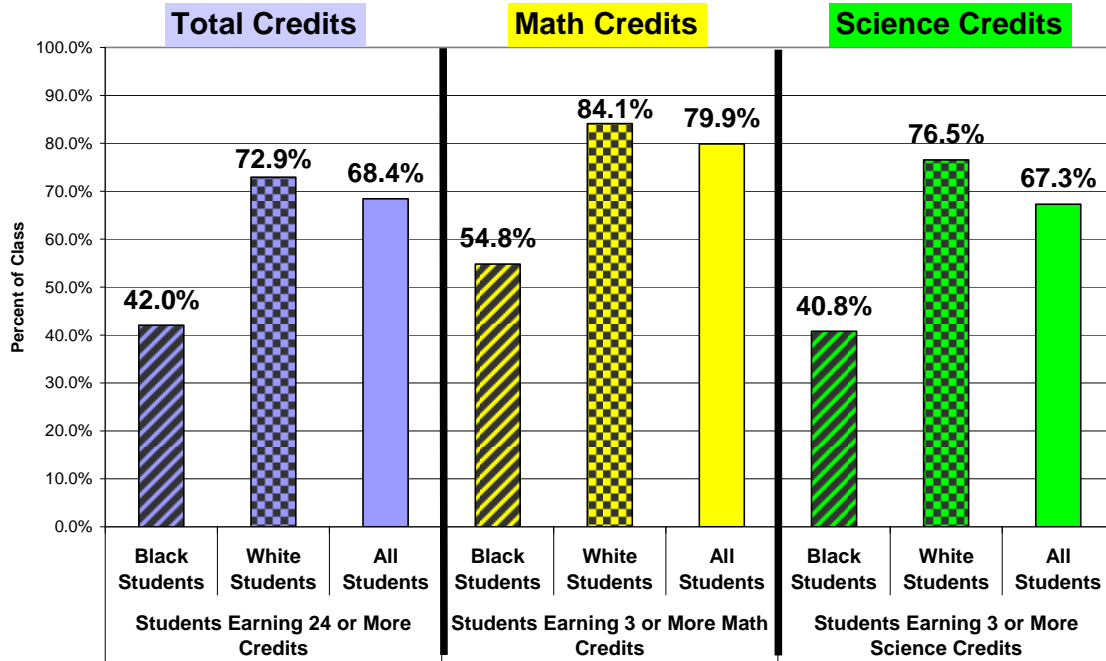
• Communication arts	4 units
• Social studies	3 units
• Math	3 units (+1)
• Science	3 units (+1)
• Fine arts	1 unit
• Practical arts	1 unit
• Physical education	1 unit
• Health education	½ unit
• Personal finance	½ unit (new)
• Electives	7 units

Total **24 units**

The new requirements highlighted in **red** denote an increase in the present requirements for students of the Columbia Public Schools.

The task force examined district graduation data from several years to see how much the new credit increase would impact students. It found some good news in the fact that the majority of students challenge themselves to take more classes than required. Almost seventy percent of graduates in the past few years have graduated with twenty-four or more credits. In addition, almost eighty percent of graduates have been taking three or more math credits and almost seventy percent have been taking three or more science credits. This is encouraging news considering that the new state requirements translate into an additional math, additional science and a mandatory personal finance class for local students. However, unfortunately, data indicate that African American students are not meeting this standard in the same way as white students.

**Columbia Public Schools Class of 2005
Analysis of High School Credits**



The task force’s work represents two school year’s worth of investment of time and research by a very dedicated group of high school stakeholders, bringing a variety of expertise and voices to this forum. Dr. Wanda Brown, Assistant Superintendent for Secondary Education, serves as the chair. Other task force members include representatives from: business and industry, classroom teachers, counselors, career center administration, principals, assistant superintendents and parents. In addition, Dr. Jim King serves as a local and state task force member and represents the Missouri Association of Secondary Principals, Dr. Chuck Headley serves as a representative from the Columbia Public Schools Board of Education, and Dr. Bragg Stanley served as co-chair for Phase One. He is the Director of Guidance for the Department of Elementary and Secondary Education and has also been very involved in the state task force’s work.

The local task force met on the following dates examining the topics listed below for **Phase One** work:

Date	Topic
Thursday, September 22, 2005	Understanding the Charge
Thursday, October 8, 2005	Student Support Programs & Vocational Programs
Tuesday, November 22, 2005	Curriculum Ramifications: Are We Ready?
Monday, December 12, 2005	Board of Education Presentation
Thursday, January 19, 2006	Math/Literacy Summer School Credit Opportunity

The following represent some completed as well as some ongoing tasks of **Phase One**:

- A communication plan to inform students and families regarding the increase in graduation requirements was developed and executed. **(Completed)**
- A joint strategy between junior and senior highs to increase the enrollment in summer math and literacy programs was implemented in order for students to get a head start on acquiring credit or recover credit. **(Completed)**
- The Physics First Grant to inservice 9th grade teachers regarding the teaching of physics was endorsed. **(Completed)**
- Student support programs at the junior and senior highs are being monitored in order to increase support for struggling students. **(Ongoing)**
- State discussions regarding graduation exit exams, replacement of the MAP, end-of-course exams, and other issues as they affect CPS high school students are being monitored. **(Ongoing)**
- There has been collaboration with the Facilities Committee to look at facility needs as they relate to high school students. **(Completed)**
- Embedded credits models so that students can receive math and science credit in vocational classes are being investigated. **(Ongoing)**
- The state and national focus on high schools is being utilized as an opportunity to talk about the achievements, challenges and concerns of local high schools. **(Ongoing)**

The dates and topics below document the task force's work in **Phase Two**:

Date	Topic
Thursday, February 25, 2006	Defining and Discussing Reform
Thursday, March 23, 2006	Defining Proficiency and Optimal
Thursday, April 24, 2006	High School Student Panel
Thursday, September 28, 2006	Review of the Literature
Thursday, October 2006	Identifying the Themes and Tenets
Thursday, November 30, 2006	Identifying the Themes and Tenets
Thursday January 25, 2007	Feedback and Response from Teachers
Thursday	Subcommittee Writes Draft of Report
Thursday, March 8, 2007	Task Force Edits Report

Phase Two focused on a review of the literature to ascertain reform themes and reform strategies. This report uses the term “themes” for those big-picture ideas that weave throughout high school reform literature. The task force identified four themes in our quest to understand what reform look like that leads toward all high school students being prepared for post-secondary opportunities and/or quality work experiences. They are: a **personalized climate, professional learning communities, adequate student support and flexible learning opportunities**. These themes will be discussed through a review of the literature and then, specifically, in sections that define and give examples of how they can work.

THE FINDINGS AND RECOMMENDATIONS

Theme One: A Personalized Climate

Improving learning in high school requires a personalized climate.

“Isolation and anonymity have been the most frequent and constant concerns regarding America’s high schools” (NASSP, *Breaking Ranks*, 2001). A personalized environment translates to one where every student feels valued and known. Janet Quint says of personalized environments that “students and adults know each other well and adults express care and concern for students’ well-being, intellectual growth and educational success.” (*Meeting 5 Critical Challenges of High School Reform*, 2006)

The high school task force concludes that creating personalized learning environments, in which every single student is known and connected to the learning community, is non-negotiable. However, the literature suggests several different paths to attain this result. Applicable approaches in Columbia Public Schools might include asset development, advisory programs, and small learning communities.

Asset Development refers to a rubric or checklist developed by the Northwest Regional Education Laboratory that allows schools to judge their progress toward personalization of the environment. Essential elements of personalization are time, professional development, teacher buy-in, administrative support, and lower student-to-teacher ratios.

Advisory Programs provide an additional support system for students, by organizing groups of students and adults such that every student has at least one adult who advocates for his/her issues. Effective advisory programs require appropriate resources, including a specific curriculum and training for staff members to effectively fulfill this role. Advisories work best when groups remain intact through grades 9 through 12, so that student – advisor relationships are maintained throughout high school.

Small Learning Communities are comprised of groups of students who share the same cadre of core-subject teachers. This school-within-a-school environment creates learning teams in which several teachers share the responsibility for learners and can collaborate to best serve their needs. Small learning communities, or teaming, might be implemented in a single grade – in particular, as a strategy for supporting 9th graders as they transition

into high school – or across several grades. Hickman High School has provided a smaller learning environment through its *Success Center* for some students who have been identified as at-risk for a variety of reasons. The *Success Center* could provide a model for schools seeking to replicate this strategy.

The high school task force recommends that each of Columbia’s high schools evaluate and customize from these approaches to implement their best aspects in ways consistent with the culture and climate of each school.

In addition to organizational structures and programs such as those described above, high schools should promote learner engagement and a personalized environment through their instructional programming. Personalization is most likely to occur in schools where there is a menu of instructional options: team teaching (where two teachers co-teach a course or integrated block), integrated curriculum, blocked classes, looping structures (in which teachers instruct the same students in a subject for more than one year across two or more grade levels), and small learning communities. Administrative “looping,” in which counselors and administrators share the responsibility for the same cohort of students throughout all four years of high school, can also enhance adult-student relationships. Additionally, a variety of extra-curricular options provides opportunities for students to connect with others as they capitalize upon their interests and strengths.

Finally, size matters. No organizational or programmatic approach to personalization will substitute for small class sizes that enable individualized learning and differentiated instruction. Each teacher can only be responsible for so many lives. Further, smaller schools promote personalization: It is simply harder to be anonymous in a smaller group. While providing students with many programmatic options and the advantages of a rich and diverse curriculum, large comprehensive high schools must be more intentional about ensuring personalization, using elements of the structures described above.

Theme I: Personalized Climate Recommendations

- Administer asset development instruments
- Implement advisories (9-12), with curriculum appropriate to students’ developmental needs as they progress through high school
- Train teachers to be advisors, administering a specific curriculum
- Provide school-within-a-school environments where appropriate – for example to transition students from junior to senior high
- Provide high schools with a menu of instructional options (i.e. team teaching, integrated curriculum, blocked classes, looping structures and teaming/small learning communities) and the support and funding to implement them
- Provide for a variety of extra-curricular activities
- Provide for administrative looping
- Promote smaller schools and smaller class sizes

Theme Two: Professional Learning Communities

Improving learning in high school requires a focus on teaching and learning.

A strong teacher professional community is an essential element for improving learning in small and comprehensive high schools. “All interactions and activities among teachers and administrators are focused on improving teaching and learning” (*The Challenge of Instructional Change in Small Schools*, Stevens and Khane, 2005).

“There is suggestive evidence that student achievement may be enhanced by professional development activities that involve teachers working together to align curricula with standards, review assignments for rigor, and discuss ways of making classroom activities more engaging” (*Meeting 5 Critical Challenges of High School Reform*, 2006).

“In theory, strong professional communities should be an important resource for teachers in their efforts to improve instruction. The benefits that professional communities provide, however, depend on two activities in which teachers engage: supportive and developmental practices” (*Professional Communities and Instructional Improvement Practices: A study of small high schools in Chicago*, Stevens and Kahne, 2006).

Supportive practices involve teachers supporting each other in performing routine kinds of teaching responsibilities and will not alone lead to instructional change. On the other hand, developmental practices improve the instructional capacity of teachers through planned, purposeful, and formalized collaborative structures involving professional learning teams. In order for developmental practices to propel instructional improvement, administrators and teachers must have a clear vision of daily expectations. District leaders must guarantee that administrators and teacher leaders receive explicit training in instructional leadership strategies, including the skills needed to create teacher professional communities.

Rock Bridge High School is a model of a successful *professional learning community* in action. Through a process of several years and undaunted commitment from its faculty and administration, Rock Bridge has become a place where the litmus test for practice and philosophy is: *Does this lead to improving teaching and learning for all students?*

Theme II: Professional Learning Communities Recommendations

In light of the research and what we currently know about best practice, the high school task force recommends the following to enhance the high school experience for every CPS student and professional:

- Professional Learning Community – Every high school should conduct itself as a Professional Learning Community (PLC), having the following characteristics:
 - Shared mission, vision, values and goals
 - Collective inquiry
 - Collaborative teams
 - Action orientation and experimentation

- Continuous improvement
- Results orientation

There is no template for a PLC to follow, but the characteristics should be present and periodically examined and improved, if necessary.

- Collaborative Teams – Teachers within a PLC should be part of Professional Learning Teams, whose focus is developmental, not just supportive of the curriculum goals, using student achievement data to inform instruction.
- Collaborative Structures – Collaboration should be structured in a way that builds the teams’ capacity to accomplish quality work, engage in meaningful dialogue, and improve the student achievement outcomes through improved instruction. Collaboration time should be regular, consistent and untouchable.
- Collaborative Time – The district should support collaborative teams by providing at least one hour within the school week, once per week, to allow for collaboration. Intermittent sessions of longer periods of time for broader based discussion and work should also be provided.
- Data and Technology – The work of collaborative teams must be driven by student achievement data. Support personnel and continued advancement in technology to assist teachers in collecting, organizing and analyzing data is imperative.
- Continual Improvement – Teaching and learning is a process that is constantly refined and based on research. The district should provide a variety of opportunities for teachers to interact with professional development experiences to enhance their growth.
- Teacher Level Instructional Support – In addition to collaborative teams, teachers need time and resources to support others in instruction, which will invariably provide growth for the supporter as well. Walk-throughs, critical friends, peer coaching, etc. are activities the district should support, with personnel and funding.

Theme Three: Student Support

Improving learning in high school requires student support.

Many strategies exist, and have been reviewed that address the importance of providing student support in high school. "Because there is an increasing number of students who are entering high school ill-prepared for academic success, research suggests that attacking this issue through interconnected changes in scheduling and curriculum has produced positive results for many students" (*Meeting 5 Critical Challenges of High School Reform*, 2006).

As students enter high school in the ninth grade, this is the crucial year that can define the potential of success in their progress towards graduation. Students at the age of fourteen entering into a large building filled with sixteen to eighteen year olds, may be in for a stressful transition for many reasons. “The first year of high school is a critical transition period for students. Those who succeed in their first year are more likely to do well in the following years” (Allensworth and Easton, *The On-Track Indicator as a Predictor of High School Graduation*, June 2005, p.16). Many major reform organizations from the National School Alliance, National Association of Secondary Principals, The Forum for Youth Investment, and the High School That Works, call for such transition programs as: student advisories, smaller learning groups such as learning teams or academies, personal learning plans, high support aligned with rigorous curriculum, transition activities, and career focus as a means to assist in the transition from middle school to high school.

In the *Breaking Ranks II Report* prepared by the NASSP, it sites a specific example of a successful program in North Carolina called Freshmen Achieving Successful Transitions (FAST) as a model for helping freshman transition by creating opportunities for freshmen to make connections to the high school. The program also groups students into teams assigned to teachers to provide ongoing support for students throughout the school year. The school reported dramatic gains in the number of students staying on track for graduation. The program incrementally integrates freshman into the high school experience through limited exposure to upper classmen during the day. These students also have a different set of privileges, a more structured environment, and an academic transition into high-school level expectations for performance. This level of support must be in place to assist students at this critical stage in making both a social and academic transition. Building the capacity of these students to become viable learners in their academic pursuits will lay the foundation for graduating with their peers, and also increase their chances to have success beyond high school.

Theme III: Student Support Recommendations for the freshman year

The CPS Task Force supports district plans for the reorganization of the high school into 9-12 buildings. The discussion regarding transition from middle school to high school will need to address the following options:

- Provide smaller learning communities to enhance support. For example, freshmen may be divided into 2-3 teams that share the same administrator, counselor and some teachers.
- Balance each of the teams demographically utilizing set characteristics to maintain equity across teams. Possibly look at locating freshman classes into sections of the building for some core classes.
- Allow freshmen to earn additional credits in their first year of high school with specialized curriculum and/or summer school opportunities.
- Create student advisory program to personalize adult to student relationships that would assist with the transition.
- Provide a summer transition plan for students needing additional support in the areas of literacy and math along with learning skills to allow students to earn credits before entering high school.

- Create a student mentoring program to help with peer relationships and connecting students to extra and co-curricular programs
- Develop a support process to provide added support for students who are not on grade level such as the Success Center model
- Provide time each year for students to develop and maintain a Personal Plan of Action (four year plan) that will be the basis for their academic study.
- Provide a flexible schedule that allows for students to have a mixed class schedule for block, extended lab time, and traditional classes.

Theme III: Student Support Recommendations for Upperclassmen (grades 10-12)

The level of support should not diminish after the freshman year. As student progress with their academic studies, the level of rigor should increase as they prepare for post secondary options. Elements of support need to exist in the form of: tutoring programs, monitoring of student progress, flexible scheduling, and embedded credit options.

An approach that has evidenced substantial improvement in student support has been the Professional Learning Communities model (*see Theme II*). This approach asks the question, “What do we do if a student fails?” The answer is that it is the school’s responsibility to provide a pyramid of interventions that make failure a very difficult option for students to experience by creating a proactive way to monitor, communicate and address a student that is experiencing difficulty before the problem becomes irreversible. How the adults in the building can form an intervention plan for each student to engage the student and family is a critical piece of student support.

The task force recommends the following regarding the development of professional learning communities:

- Keep teacher to total student ratios at a level no more than 1-100 (as recommended by Breaking Ranks II Report, NASSP).
- Develop a flexible schedule that could meet the needs of students at a variety of options. Build in academic support time for tutoring and curriculum support throughout the day.
- Have mandatory intervention for academic progress for students with personal learning plans, contracts, and assigned time for making up work as part of a pyramid of intervention.
- Keep the ratios of counselors and administrators to students to no more than 250 students per counselor and administrator and assign them over a four-year period to provide continuity and to monitor students. Time needs to be created to have more collaboration between counselors and administrators to support all students.
- Create a program for students that transfer into the school that need additional academic and emotional support.
- Provide opportunities for students to receive more post secondary support for such programs as ACT/SAT preparation, college entrance requirements, career prep programs and financial aid seminars.
- Provide departmental tutoring labs for all core areas.

- Maintain at-promise support programs such as the previously mentioned Success Center and advisory at all grade levels.
- Increase the number of social workers and outreach counselors to provide students with more community and emotional support.
- Implement an ongoing student advisory program.

Theme Four: Flexible Learning Opportunities

Improving learning in high school requires flexible learning opportunities.

“High schools must provide a continuum of flexible interest-based learning opportunities that utilize effective teaching methodologies and are responsive to students’ varied needs and life circumstances”(Association of Career Technical Education, *Reinventing America’s High Schools*, 2006, p.3).

“There is widespread acknowledgement that high schools need to produce graduates who have the knowledge, experience and skills needed to gain admission to college or, if the students opt not to attend college, to find good jobs” (*Meeting Five Critical Challenges of high School Reform*, 2006, p. 44).

We know our high schools work for a large number of students. In addition, there are students whose life circumstances make negotiating the “school game” difficult, if not impossible. Then there are the students in the middle, who “get by”, but do not find something in which they can excel. It is our belief that students in all of these groups could benefit from more flexible learning opportunities.

Not all learning takes place within four walls, from 7:30 am - 3:00 pm, five days a week, over four years. High school personnel have encountered the multitude of issues faced by today’s students. The recommendations that follow are to address the issue of flexible learning opportunities for students.

Theme IV: Flexible Learning Opportunities Recommendations

- Consider various options for length of the school day and length of the school year. For example, offer a 9-hour day where students choose to attend 7 hours of that day. Another example would be to make summer school an extension of the school year.
- Develop flexible scheduling to better meet student needs. For example, offer block and single hour courses for various subject areas, allow for credit from distance education courses and allow for credit awarded when students demonstrate mastery of course objectives (“seat time” not required).
- Promote the belief that graduation from high school in 3, 4 or 5 years is acceptable. [State criteria for persistence to graduation in 4 years is antithetical to this statement, so a waiver from DESE might also need to occur.]
- Increase opportunities for students to obtain college credit while still in high school. Students who obtain college credit in high school may have stronger

aspirations to attend college since they have determined that they can do the work required.

- Support a strong career technical program, whether that be through the development of Career Academies (integrated academics and technical education focused on career fields that supports the idea of smaller learning communities), embedded academic credit for career technical courses (especially in math and science), development of apprenticeship programs, or a combination of strategies.
- Support a strong secondary counseling program giving time for counselors to work with individual students on personalized 4-6 year plans that include goals after graduation and connections to post secondary and career/work opportunities.
- Increase connections for student learning in the community. For example, work-based and service learning should be expanded, so students can earn high school credit for structured experience that build on their interests and skills.
- Continue to develop and fund a realistic follow up system whereby all students have a personalized contact after graduation to gather information and data to be used for continuous improvement efforts.
- Recognize students who are non high school students taking advanced high school courses by acknowledging these courses on their transcripts and/or awarding credit (if allowed by DESE).

CONCLUSION

Several of our recommendations in this report involve issues of time and support. Others involve individual schools having the flexibility and opportunity to think about these reform tenets as they relate to their buildings and to make decisions about what works for their students.

The task force acknowledges that our high schools, just as they are, work for a large number of students. It is our belief that we have identified the non negotiable reform themes: personalization, professional learning communities, student support and flexible learning opportunities, and those tenets to address these themes exist in several pockets of our high schools but need to be enhanced. In addition, we believe that the implementation of the enclosed reform recommendations could lead to the proficiency of **all** students.

The recommendations and research presented in this report have been thoughtfully developed based on our knowledge of the district and experience and hopes for the success of all students. We are excited about the passage of the bond issue and subsequent approval to build a new high school. This provides the backdrop for an excellent opportunity for the task force, educators, students, parents, and the community to continue the dialogue about high schools.

Our last words in this report need to be that we are so proud of the fact that our high schools are comprehensive places, offering an array of experiences for a diverse population of students and that our high schools have not stood still but have been engaged in discussions and implementation of reform for years.

HIGH SCHOOL TASK FORCE MEMBERS

Dr. Wanda Brown	Assistant Superintendent for Secondary Schools (co-chair)
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Mr. Doug Harl	Counselor Oakland Junior High
Dr. Chuck Headley	Board of Education Member
Mr. David Heath	Practical Arts Chair, CPS
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Mrs. Pat Hostetler	Missouri Book Store
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