

---

*New Mexico's  
High School Initiative*

**Summer 2005 Transition Institute**

Taos, NM

# Agenda

---

- Preparing High School Students for College and Work
- College and Work Readiness
  - **RIGOR**
  - **RELEVANCE**
  - **RELATIONSHIPS**
- New Mexico's High School Initiative
- For more information

# Preparing High School Students for College and Work

---

- The skills needed for work and postsecondary education are converging, and increasingly, the academic skills needed to be successful in the workplace are the same ones needed in postsecondary education. (U.S. Chamber of Commerce, 2003)
- According to the U.S. Department of Labor (2001) the fastest growing occupations require some form of postsecondary education and this trend will continue.
- Greater educational achievement has long been linked to greater income and the gap between those who have more education and those who have less has grown.
- The well-being of New Mexico and the Nation increasingly depends upon U.S. high schools rising to the challenge of preparing ALL students for a new economic reality.
  - Prior to the 1970s: It was economically sufficient to provide an excellent education to a small group of students and a basic education to the rest of the student population.
  - Today: Students need to stay in school, take challenging courses and be prepared for further education. ***But this is not happening.***

# Preparing High School Students for College and Work

---

- 47% of 16- to 24-year-olds are enrolled in neither high school nor college. ( U.S. Bureau of Labor Statistics 2001)
- ACT Reports (2004):
  - Most of America's high school graduates are not ready for college or work
  - Only 26 percent of ACT-tested 2004 high school graduates had scores indicating that they are ready to earn a "C" or higher in their first college
  - It's not the number of academics, but the quality (rigor) of the courses (*ACT Report, Oct. 2004*)

# Preparing High School Students for College and Work

For every 100 ninth graders:

In the nation:

- 68 graduate from high school
- 26 are still enrolled in college after their sophomore year
- Only 18 go directly to college, return for second year, and graduate from college in six years.

In New Mexico:


- 60 graduate from high school
- 22 are still enrolled in college after their sophomore year
- Only 10 go directly to college, return for second year, and graduate from college in six years.

# College and Work Readiness


- **What is the purpose of high school?**
  - **Vision** is the dream;
  - **Mission** is the purpose; and
  - **Goals** (EPSS) are the journey to realize the vision by accomplishing the mission in a quality way.



*“Vision without action is merely a dream.”*



*Action without a vision just passes the time.*



*Vision with action can change the world.”*

*Joel A. Barker,  
The Power of Vision*

# College and Work Readiness

---

- **RIGOR**

- This relates to raising the bar in all aspects of education: in expectations of students that may translate to more demanding graduation requirements that are underscored by core academic courses of greater challenge for all high school students; in higher expectations of student performance, proficiency and competency attainment; and in higher expectations of practitioners.

- **RELEVANCE:**

- This relates to providing meaning and applicability to all aspects of education relative to the perception of consumers and beneficiaries of education, that is, students and employers. This has implications on teacher preparation and professional development; on teaching methodology and strategy that engage students; on curriculum content that is current and responsive to the economy and demands of the labor market locally, nationally and globally; and on program connections to diverse cultural/ethnic identities and experiences.

- **RELATIONSHIPS:**

- This relates to linkage, alignment and connectivity between all aspects of education relative to people, institutions, communities, and curricula. It assumes that enhanced student performance results from partnerships between the social institutions of education, government and industry; between teacher and student, parent and teacher/administrator; between secondary and post-secondary institutions; and between 2-yr and 4-yr post-secondary institutions. Such partnerships of people, of organizations, and of systems presuppose dialogue, collaboration and cooperation in all areas and levels of education that fall under RIGOR and RELEVANCE thereby linking the many components full circle.

# College and Work Readiness

---

## ■ **RIGOR: Standards**

### ■ **Rigorous Standards and Instruction**

- Prioritize and Move Standards Into Curriculum

### ■ **Engage Students in Challenging Instruction**

- Getting all students to do proficient work

## ■ **RELEVANCE: Technical Standards**

### ■ **Industry Standards**

### ■ **Work-based Learning Experiences**

### ■ **Career-Technical Student Organization**

# College and Work Readiness

## RIGOR AND RELEVANCE FRAMEWORK:

BLOOM'S TAXONOMY

Evaluation	6	<p style="text-align: center;"><b>C</b></p> <p style="text-align: center;">High Standards Low Context</p>			<p style="text-align: center;"><b>D</b></p> <p style="text-align: center;">High Standards High Context</p>	
Synthesis	5					
Analysis	4					
Application	3	<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;">Low Standards Low Context</p>			<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;">Low Standards High Context</p>	
Understanding	2					
Awareness	1					
		1	2	3	4	5
		Knowledge	Apply in discipline	Apply across disciplines	Apply to <b>predictable</b> real-world situations	Apply to <b>unpredictable</b> real-world situations

## BILL DAGGETT'S APPLICATION MODEL

# College and Work Readiness

---

## ■ RELATIONSHIPS:

- Relationships between:
  - Teacher and Student
  - Parent/Guardian and Teacher/Administrator
  - Secondary School and Post-secondary Institution
  - 2-year and 4-year Institutions
- Real-World Instruction:
  - Researchers found that students' scores on standardized tests and alternative assessments were higher if their classes involved work that resembled real situations. (Newmann, U. of Wisconsin)

# College and Work Readiness

---

- **RIGOR**

- Academic core standards establish rigor.

- **RELEVANCE**

- Technical skill standards establish relevance.
- Teaching to the higher order thinking skills establishes relevance.

- **RELATIONSHIPS**

- Relationships between:
  - 1) Teacher and Student;
  - 2) Parent/Guardian and Teacher/Administrator;
  - 3) Secondary School Personnel and Higher Education Personnel; and
  - 4) 2-Year and 4-Year Institutions
- Real-world instruction

# New Mexico's High School Initiative

---

- New Mexico High School Initiative
  - 25 member team
  - New Mexico First Town Hall
    - Consensus Document
      - 18 Recommendations
      - 92 member Implementation Team

# New Mexico's High School Initiative

---

## **Purpose of convening the Town Hall:**

- To address educational concerns in NM.
- To provide a forum for stakeholders to create a shared vision.
- To set educational priorities for New Mexico high schools.
- To plan for measurable progress and change.

# New Mexico's High School Initiative

---

## ■ Participants:

- Students
- Parents
- Community members & organizations
- Business/industry representatives
- Government representatives
- Educators and Administrators
- School Board members

# New Mexico's High School Initiative

---

## **Vision of the Town Hall for Schools:**

- Create an environment of high expectations while being supportive, safe, nurturing, mutually respectful.
- Provide rigorous curricula that aligns with state standards and benchmarks, while respecting individualism.
- Provide relevant staff training and time for collaboration and planning.
- Develop and maintain diverse relationships that support the educational process.
- Focus on data-driven decisions, high-reaching goals and graduate students who are globally competitive.

# New Mexico's High School Initiative

---

## **Vision of the Town Hall for Students:**

- Actively engaged in a high quality, challenging and relevant education.
- Prepared to set goals and make informed decisions.
- Developing and maintaining healthy and successful personal and workplace skills and relationships.

# New Mexico's High School Initiative

---

How can New Mexico  
embrace the vision and  
**create a system** capable  
of delivering the product?

# **New Mexico's High School Initiative**

---

**There are many high school reform initiatives being used nationwide:**

- High Schools That Work
- The State Scholars Initiative
- The International Baccalaureate (IB) program
- Advancement Via Individual Determination
- First Things First
- Plus others

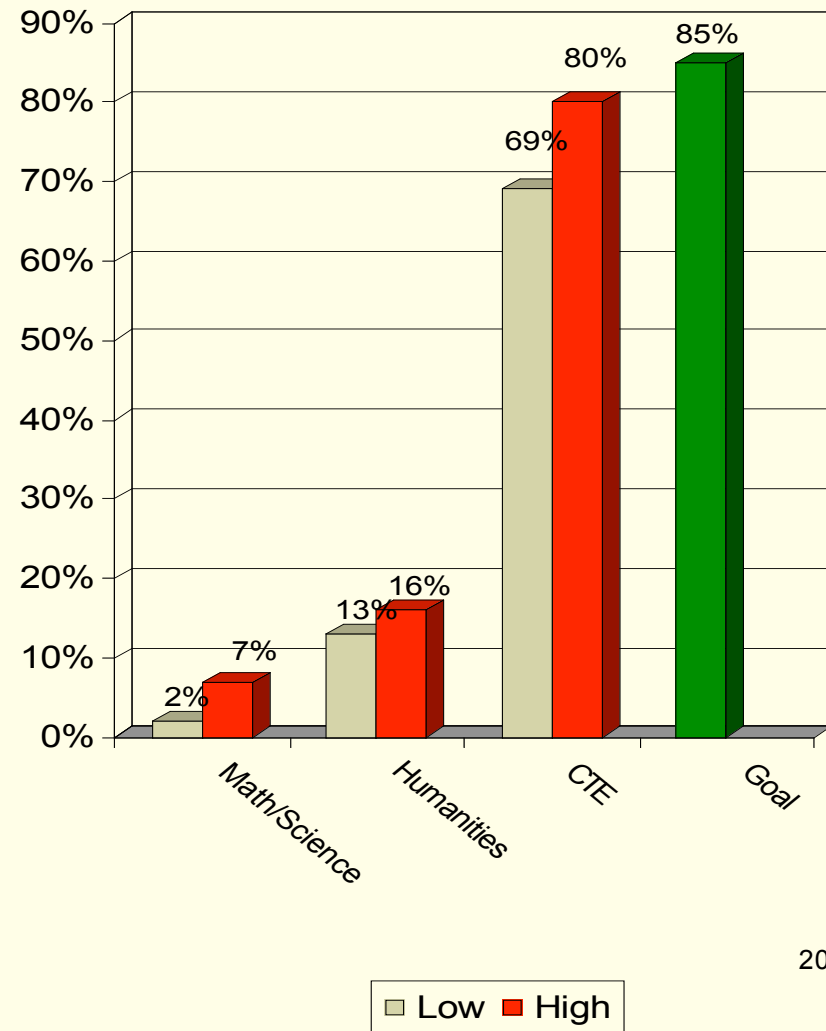
# New Mexico's High School Initiative

---

- ***High Schools That Work:***
  - HSTW - nation's largest effort to combine challenging academic courses and modern career/technical studies to improve student achievement.
  - HSTW is *the nation's only initiative to reform high schools that shows "strong evidence" of raising student performance over time.*
  - Focus the High School:
    - Career-Technical Education
    - Humanities
    - Mathematics/Science
  - Based on implementing Ten Key Practices

# New Mexico's High School Initiative

- HSTW Longitudinal Data (2002)
- NAEP-Like Assessment:
  - Reading - 279
  - Mathematics - 297
  - Science - 299
- 11 Pilot Sites:
  - Bernalillo High School
  - Capital High School
  - Cibola High School
  - Farmington High School
  - Laguna-Acoma High School
  - Loving High School
  - Lovington High School
  - Pecos High School
  - Piedra Vista High School
  - Robertson High School
  - Ruidoso High School



# New Mexico's High School Initiative

---

## TEN KEY PRACTICES AND THE 3 R'S

### RIGOR

- Raise Expectations
- Challenging Academic Studies
- Rigorous Program of Study

### RELEVANCE

- Challenging Career Technical Studies
- Work-based Learning
- Teachers Working Together
- Active Engagement

### RELATIONSHIPS

- Guidance and Advisement
- Extra Help
- Keeping Score

# New Mexico's High School Initiative

<b>Graduation Requirements</b> <b>22-13.1.1, NMSA 1978</b> <b>(23 credits)</b>	<b>College Entrance Requirements</b> <b>(UNM)</b>	<b>HSTW</b> <b>College Preparatory Curriculum</b> <b>(28 credits)</b>
<ul style="list-style-type: none"> <li>· Next Step Plan</li> <li>· State graduation examination</li> <li>· English (4)</li> <li>· Mathematics (3)               <ul style="list-style-type: none"> <li>- one must be equivalent to Algebra I</li> </ul> </li> <li>· Science (3), one must have a laboratory component</li> <li>· Social Science (3.5)               <ul style="list-style-type: none"> <li>- New Mexico History</li> <li>- U.S. History and Geography</li> <li>- World History and Geography</li> <li>- Government and Economics</li> </ul> </li> <li>· Physical Education (1)</li> <li>· Communication Skills or Business Education (1)</li> <li>· Electives (8.5)</li> </ul>	<ul style="list-style-type: none"> <li>· Minimum of 2.25 average or better on a 4.00 scale for all high school courses PLUS completion of the following 13 specific college preparatory units (two semesters equal one unit) with at least a 2.25 average:               <ul style="list-style-type: none"> <li>- English (4), one must be 11<sup>th</sup> or 12<sup>th</sup> grade composition</li> <li>- Mathematics (3)                   <ul style="list-style-type: none"> <li>– Algebra I</li> <li>– Algebra II</li> <li>– Geometry</li> <li>– Trigonometry</li> <li>– Calculus</li> <li>– Higher mathematics</li> </ul> </li> <li>- Social Science (2), one must be U.S. History</li> <li>- Natural Science (2), one must be a laboratory science in Biology, Chemistry, or Physics</li> <li>- Foreign Language (2), must be the same language</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>· Concentration</li> <li>· College prep English (4)</li> <li>· Mathematics (3-4)               <ul style="list-style-type: none"> <li>- Algebra I</li> <li>- Geometry</li> <li>- Algebra II</li> <li>- Mathematics in the Senior year</li> </ul> </li> <li>· College prep Science (3-4):               <ul style="list-style-type: none"> <li>- Block Schedule Science the Senior year</li> </ul> </li> <li>· College prep Social Studies (3-4)               <ul style="list-style-type: none"> <li>- Block Schedule Social Studies the Senior year</li> </ul> </li> </ul>

# New Mexico's High School Initiative

---

High Schools That Work is one initiative that has a proven record of raising achievement levels.

*However*, New Mexico has not embraced one solution to fit a variety of statewide needs.

# For more information on New Mexico's High School Initiative:

---

Lena Trujillo-Chavez

Bureau Chief

NM PED ~ Career-Technical and Workforce Education Bureau

300 Don Gaspar

Santa Fe, NM 87501

Phone: 505.827.6512

Fax: 505.827.4041

E-mail: [ltrujillo@ped.state.nm.us](mailto:ltrujillo@ped.state.nm.us)