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**FACT SHEET: White House Announces New Resources at Second Annual Summit on Next Generation High Schools**

Today the White House is bringing together leadership teams from six states and more than 20 school districts to commit to redesigning their high schools – efforts estimated to reach more than 600,000 students. This second annual White House Summit on Next Generation High Schools builds on progress made during the [first summit held](#) in November 2015, which generated \$375 million in private and public sector commitments to rethink the high school experience.

President Obama announced his Next Generation High School proposal in his 2013 State of the Union address to redesign the high school experience so that it is rigorous and more relevant to today's students. The President's call for a re-envisioning of the American high school experience provided the opportunity to explore new designs and features that mark next generation learning. It also highlighted the importance of collaboration between education, business and postsecondary partners to reinvent the high school experience so that it better equips and empowers students to seize opportunities in today's innovation economy.

Today's Next Generation High Schools are better engaging students by providing stronger connections to the educational needs and interests of individual students; opening new opportunities to personalize and tailor academic content and wrap-around student supports; challenging students with rigorous courses, including in new economy subjects such as computer science; using innovative approaches and strategies to restructure the scope and time spent learning; and employing innovative educational technologies, project-based learning, and competency-based progressions to engage and empower learners. Ultimately, the strategies reflected in America's Next Generation High Schools will equip today's youth with the strong content knowledge, collaboration opportunities, and critical skills needed to meet the demands of an innovation economy, while preparing them to embark upon a lifetime of learning.

The commitments states, school districts and the private sector are making to Next Generation High Schools at the Summit underscore growing momentum from across the country. In addition to these efforts, the White House and U.S. Department of Education are announcing new resources to help communities that want to create Next Generation High Schools.

*Key New Federal Resources to Advance Next Generation High Schools*

The White House and U.S. Department of Education are announcing federal resources that will help more states and districts create and scale Next Generation High Schools in their communities, including:

- **Progress Update on Commitments to Scale Next Generation High Schools:** Building on the progress of the first annual White House Summit on Next Generation High Schools last November, the White House is releasing a [progress report](#) detailing key metrics of success from the commitments that were made at the first Summit. Indicators of progress include:
  - The Grable Foundation invested over \$2 million to support youth in grades 9-12 during 2016, advancing STEM, arts, Maker, and technology-enhanced learning and instruction.
  - The Nellie Mae Foundation awarded nearly \$21 million in grants to New England institutions, districts, organizations, and advocates to support the acceleration of student-centered approaches to learning in the region, with the goal of achieving 80 percent college and career readiness among high school graduates by 2030.
  - IBM and P-Tech will open 15 new schools in September 2016, with another four committed to open in 2017.
  - Silicon School has received commitments for \$35 million that will support its goal to fund the launch of forty new schools on the leading edge of the personalized learning movement.
  - Student Voice traveled to 17 states and 45 schools to gather input from students on the key components of Next Generation High Schools.
- **Issue Brief - Results from National Survey on High School Strategies Designed to Help At-Risk Students Graduate - Early Warning Systems:** The U.S. Department of Education is releasing the first of 13 briefs that provide descriptive information on the prevalence and characteristics of strategies designed to help at-risk students graduate from high school. The Department sponsored the National Survey on High School Strategies Designed to Help At-Risk Students Graduate and collected data in the 2014-2015 school year from a nationally representative sample of 2,142 public high schools about 13 specific high school improvement strategies designed to improve the likelihood of high school graduation for at-risk students. The Department's first brief on [Early Warning Systems](#) is being released today, with other briefs coming out this fall.
- **Using Evidence to Create Next Generation High Schools:** The U.S. Department of Education is releasing a [new resource](#) that highlights six evidence-based strategies to improve America's high schools for the next generation. The six general evidence-based strategies, each of which meets the rigorous What Works Clearinghouse standards of evidence set by the Institute of Education Sciences, in this document

can be used to create Next Generation High Schools that improve important student outcomes, such as high school completion and readiness for college and careers. Each strategy has a track record of success and can be used individually or together to provide a full, engaging high school experience for students. Though many of the effective strategies may share common features, each has been identified by the research literature as a stand-alone intervention for improving students' educational outcomes. Reviewed strategies for enhancing students' high school and college outcomes include: 1) participation in rigorous curriculum; 2) small learning communities/small schools of choice; 3) career academies; 4) dual enrollment; 5) early college high schools; and 6) college and career counseling.

- **Next Generation High Schools - Guide to Federal Resources:** Later this fall, the U.S. Department of Education will release a guide for states and districts to available funding streams that may be leveraged to promote the development, enhancement, and continuity of Next Generation High Schools. The guide will provide state and local stakeholders with innovative examples of how to utilize their existing funds or new funding streams to promote Next Generation High Schools. The guide will include funding streams from multiple federal agencies to encourage communities to build collaborative efforts around Next Generation High Schools to better prepare today's youth to succeed in a global economy.
- **Personalized Learning Blog Series:** This fall the Office of Educational Technology (OET) at the U.S. Department of Education is releasing a [blog series](#) that defines personalized learning, outlines key aspects to consider when implementing personalized learning in schools, and suggests how personalized learning can address issues of equity. OET has combined the first three blogs into a resource that will be released at the Summit to support state and local leaders working to expand options for Next Generation High Schools. This new resource will also include exemplar districts and schools implementing personalized learning effectively. The remaining blogs will be released over the next few months. Personalized learning holds significant promise for addressing key quality and equity issues in our education system.
- **New Webpage Highlights Next Generation High Schools:** The U.S. Department of Education is launching a new website highlighting the research and resources to support Next Generation High Schools. It will feature all of the resources released at the Summit. The Department will add additional resources to support state and local leaders, including each of the issue briefs from the series, High School Strategies Designed to Help At-Risk Students Graduate, which will be released throughout the fall. The webpage is available at: <http://www.ed.gov/next-generation-high-schools>

*Actions by States to Redesign the High School Experience*

Education leaders from six states will join the Summit to underscore their commitment to advancing Next Generation High Schools, share best practices and announce new progress towards increasing student access to redesigned high schools. Their commitments include:

- **The New Hampshire Department of Education**, in conjunction with the Buck Institute, is announcing a professional learning community as part of ongoing efforts to support the state's lowest performing schools. The community will provide embedded professional development, leadership, and technical assistance to schools engaged in implementing project-based learning and is estimated to reach 22,292 students. The state is also expanding their PACE assessment pilot, including developing the technology tools and infrastructure to assist in scaling the work from the nine implementing schools to all that choose to participate. This builds on New Hampshire's extensive high school redesign process, which began in 2005. New Hampshire has established an intermediary organization, the New Hampshire Learning Initiative, to launch a five-year plan to move all schools in New Hampshire to a competency-based learning model.
- **The Ohio Department of Education** is committing to rethink high schools according to many of the Next Generation principles and to focus on helping students successfully transition from high school to college and career. Ohio aims to scale programs including its College Credit Plus, an initiative that allows students to earn college credits while still in high school, its Science, Technology, Engineering and Math (STEM) school designation, a program that promotes the creation of stand-alone STEM schools and rigorous STEM programs in traditional districts and community schools, Credit Flex, an initiative that allows districts to offer credit for experiential learning outside of the classroom, and competency-based learning through partnerships with districts who are implementing these models. Ohio will also build on their efforts to create Career Pathways that enable students to follow courses of study that support career attainment, and establish more early college high schools that support potential first-generation college students. Combined, these initiatives could impact over 100,000 students across the state.
- **The Pennsylvania Department of Education (PDE)** is committed to expanding scalable opportunities throughout the state that promote and incorporate the principles of Next Generation High Schools. Key focus areas will include personalized career planning that begins in elementary school; provision of social-emotional supports to develop soft skills; dual enrollment opportunities that allow students to earn college credits while in high school; and flexible graduation requirements for those enrolled in approved CTE programs. Pennsylvania's statewide STEM Initiative will provide and guide technical assistance for schools and communities to generate a vigorous STEM ecosystem that will promote increasing AP course offerings, increase maker spaces and personalized learning,

support innovative practices in the classroom, and seek to revolutionize assessment. A critical element of their work will center on increased engagement of business, industry, and other post-secondary partners with the education system at both the state and local level. This will include continued efforts to facilitate stakeholder engagement and communication networks while expanding efforts to foster interagency collaboration to leverage additional resources and opportunities. The combined impact of these efforts has the potential to benefit more than 300,000 students across the Commonwealth of Pennsylvania.

- The **Rhode Island Department of Education** is undertaking efforts to create Next Generation High Schools that better prepare their students for postsecondary success by increasing access to rigorous coursework, dual enrollment and innovative school models. This fall Rhode Island will launch the Rhode Island Advanced Coursework Network which provides students the ability to enroll in courses offered by other schools and school districts, private colleges and universities, non-profit partners and workforce partners at no cost to the student, their family or their school district. In total more than 180 courses will be made available to students, and the courses are estimated to reach than 1,000 students. Rhode Island also plans to make students and parents aware of the opportunity for students participating in Career and Technical Education (CTE) programs to transfer to other schools and districts to enroll in the CTE program of their choice. In addition, Rhode Island has invested in and incubated the development of Next Generation High Schools. This fall, three P-TECH high schools will open in Rhode Island and Rhode Island plans to open two P-TECH high schools in the fall 2017. These five schools will serve more than 1,400 students when fully enrolled.
- The **Virginia State Board of Education** is currently reforming graduation requirements to change the structure and operation of high schools to encourage high schools to be more rigorous and more innovative in how they educate students. Starting with the graduating Class of 2022, schools will begin using performance assessments to assess student proficiency. The new requirements will also place an increased emphasis on career awareness, exploration, and planning with specific tasks and outcomes identified for elementary, middle, and high school students. The revised graduation requirements encourage learning opportunities through internships and externships, and place a greater emphasis on the “5c’s” of 21st century learning (collaboration, communication, creative thinking, critical thinking, and citizenship) through alternative course content designs like interdisciplinary courses and problem-based learning options. Those requirements will go into effect with the entering freshmen class of 2018 -- impacting about 100,000 students. Over the last two years, Virginia has awarded ten High School Innovation Grants to support local division efforts to redesign high schools. The grants provide financial support for both planning and implementation cycles. Five of the high schools will begin implementation in fall 2016 and five new awardees will spend the 2016-2017

school year in the planning stages for implementation starting in fall 2017. Each of the Innovation pilots begins with a cohort within the freshmen class of approximately 100 students. For the 2016-2017 year, the implemented pilots will impact 500 students.

- The **Wisconsin Department of Public Instruction (WDPI)** and Milwaukee Public Schools (MPS) will work together to scale innovative practices in active learning that promote postsecondary and career readiness, specifically focusing their efforts in three to five of the lowest performing high schools in MPS. At the Summit, WDPI and MPS will launch a partnership to spotlight and grow these practices happening across the district, with a specific focus on doubling dual enrollment in the next five years.

### *Actions by School Districts to Create Next Generation High Schools*

More than 20 school districts from across the country are also announcing the following steps:

- **Avonworth School District (PA)** is committing to work over the next year with school leaders, teachers, students and school-community stakeholders to make changes to the structure and philosophy of the school to ensure greater engagement for students starting in the 2017-2018 school year. Potential changes include a later start time for students, interdisciplinary coursework, career academy programs and a blended learning experience. The changes would impact 480 students. This builds on the work Avonworth High School has done over the last several years to make project-based learning a centerpiece of its curriculum.
- **Chesterfield County Public Schools (VA)** is leading a coalition of 13 central Virginia school districts in the development and implementation of CodeRVA, a regional high school designed to meet three goals: 1) address racial, economic and gender inequities in STEM-related education; 2) redesign the high school experience to better meet the needs of today's students; and 3) increase the pool of potential employees in computer science for central Virginia. Once in full operation, CodeRVA will offer students personalized mastery-based progression through online, blended and combined courses that will accelerate completion of high school requirements. During the first two years of high school, a student will complete a majority of the courses required for a high school diploma through facilitated online classwork. During years three and four, partnerships with the region's community colleges will give students access to dual enrollment coursework leading to an associate's degree. Area employers have committed to offering paid, part-time employment that further develops students' digital knowledge and skills while providing relevant experience in computer science and coding. In addition, within the next five years all of Chesterfield's 11 comprehensive high schools will begin implementation of Early College Academies. Through this program, cohorts of

students will complete two years of community college credits and earn an associate's degree by the time they exit high school, at little or no cost to individual families. They expect as many as 500 students will participate in the Early College Academies program.

- **Clark County School District (NV)** is committed to developing ways to ensure that high school students of the 21<sup>st</sup> century develop life skills and abilities along with their content knowledge. The District plans to focus on ensuring students gain skills including innovation, collaboration, problem-solving, persuasive argument, and entrepreneurship. The district is creating ways to create a rich content-based learning experience for each high schooler while enhancing deep analytical skills that will allow each student to be college and career ready. The district plans to roll these strategies out in several high schools, estimated to impact 5,000 students.
- **Clarke County School District (GA)** plans to create instructional design models that develop a digital culture in which students collaborate and communicate around content and individual interests. During the 2016-2017 school year all high school students will have a device with access to connectivity outside of school for the first time, through a variety of community partnerships. The district also plans to create a more comprehensive community focus on youth development by further increasing partnerships to maximize resources between the University of Georgia, Athens Technical College, Community in Schools, Athens-Clarke County Unified Government and local family support organizations to provide wraparound supports that enable students to access new options after high school graduation; they expect to create five partnerships by 2018 which will affect 1,000 students. Lastly, they are creating new learning paths for students entering high school, that include the *Move On When Ready* initiative, which enables students to access college coursework and apprenticeships in the technical fields. The initiative will enroll 400 students by 2018.
- **Cranston Public School (RI)**'s career and technical programs align with the skills required in the specific industries as they continuously modify their curriculum to keep up with industry developments. Last year, at the Cranston Area Career and Technical Center, students earned 292 industry recognized credentials and 415 concurrent college credits. Students have the ability to earn concurrent college credits while still in high school. At the Cranston Construction & Career Academy Charter School, they offer two programs: World of Work and Heavy and Highway Construction. In these programs, students prepare for careers in any field by expanding their knowledge base of job searches, resume building, interview skills and employment advancement. Cranston is also committed to making teacher certification easier to acquire, especially in high demand areas for career and technical programs. They hope to encourage industry experts, who want to work with their high school students to seek employment without previous barriers. They

will also be working with their teachers to create a better schedule for their high schools that allows them to achieve more hands on time within their CTE programs.

- The **El Paso Independent School District (TX)** will be revising numerous district policies to allow for implementation of the waivers from State law gained through their designation as a District of Innovation. These policies will enable the district and schools to explore and implement redesigns for their high schools with a goal of redesigning 10 schools, impacting 17,000 students. The District seeks to ensure that the action steps taken consider the needs of underperforming high schools. They will devote a significant part of their redesign efforts toward the lowest-performing high schools in El Paso and those that serve a high percentage of students with characteristics associated with educational disadvantage, focusing efforts on five schools.
- The **Fairfield-Suisun Unified School District (CA)** commits to the annual development of individualized academic and career plans for every high school student. This career plan will serve as a basis for supporting students and transforming student outcomes by providing multiple opportunities for credit recovery and/or credit acceleration. By implementing this goal, the District will empower each student to thrive in an ever-changing world. Fairfield-Suisun Unified School District commits that by December of each school year, every high school and middle school students' individualized plan will be developed and/or updated, impacting over 10,000 students.
- **Goochland County Public Schools (VA)** has been engaged in a multi-year study to explore the benefits of cross-curricular instruction at the secondary level. This fall Goochland will implement their first cross-curricular, fully project-based course at their high school. Within the next two years, they plan to have a similar instructional "strand" available to all students 800 in total. Goochland County Public Schools has implemented a multi-year 1:1 technology plan for every student and every teacher. Their program also includes a significant investment in professional development for teachers, including instructional technology coaches dedicated to year-round embedded training.
- During the 2016-17 school year, **Highline Public Schools (WA)**'s central office staff will be partnering with teacher leaders, principals, students, families and community members at two of their four area high school campuses, Evergreen and Tyee, which together serve over 1,900 students, to develop whole-school transformational strategies to be implemented in the fall of 2017. Based on input from students and staff, potential areas of focus include project-based learning linked to local career pathways and personalized learning that leverages technology to create student-powered, versus student-centered, learning communities. These efforts build on the district's existing progress. Highline's graduation rate has

increased from 62 percent in 2014 to over 71 percent in 2016 due to investments, including a multi-year Race to the Top Grant.

- **Iowa City Community School District** is committing to advancing Next Generation High Schools through technology. Beginning with the 2017-2018 school year, all secondary students – more than 6,000 in total – in the District will have access to a Chromebook. District staff will begin to receive comprehensive professional development from six Innovation Instructional Design Strategists who will provide training in schools and classrooms across the District. In addition this fall, Iowa City schools will equip all of their high schools with Makerspaces. Through Makerspaces, the District plans to connect with outside experts in industry, business, and local education institutions to demonstrate for students the “college and career” connections that can result from their work in these spaces. This district is also committing to offer a Tech Support class for all students in the fall of 2017.
- **Miami-Dade County Public Schools (M-DCPS – FL)** is striving to obtain a 90 percent graduation rate by 2020. One of the key initiatives being launched during the 2016-2017 school year in order to accomplish this goal is iTransition. iTransition is an innovative initiative which supports the transition of students moving into the 9<sup>th</sup> grade. As part of the iTransition initiative in M-DCPS, students participate in a yearlong course that provides a solutions-oriented approach supporting students in the developments of the behaviors and skills necessary to be successful in the academic and social community. In order to support students in the development of these skills, classroom teachers are paired with Motivational Coaches who are experienced clinicians to provide ongoing support to students. Over the course of the year, Motivational Coaches will work with students to address academic underachievement, negative peer influences, bullying, and violent behaviors. The expected outcome of this course is to ensure all 9<sup>th</sup> graders – more than 26,000 in total – in M-DCPS complete their freshman year having developed the behaviors and skills that are necessary to not only graduate three years later but also to reach their personal and professional goals.
- **Milwaukee Public Schools (MPS – WI)** has developed eight strategic objectives, all linked together to create a cohesive and interdependent plan to assure equity and access for all students. Their Rethinking High Schools objective includes a robust goal of ensuring that every MPS student, graduates on time, with a personalized pathway to success in college, career and life. In 2015-2016, the District developed a high school region to focus on the needs of high school students. To assure the success of all students, efforts under development in the District include: expanding Advanced Placement courses in every high school; ensuring 1:1 student to Chromebook ratio in all high schools beginning in the fall of 2016; implementing a June Term Program to enhance course completion by June 2017; increasing dual enrollment opportunities, and implementing MakerSpace Labs beginning in three

high schools in the 2016-2017 school year. In addition, high schools will create college and career pipelines through work with external partners to provide opportunities for students to engage in work-based learning experiences and college readiness programming. Lastly, College Access Centers will open in two high schools by January 2017 and the high school curriculum will be aligned to that of Milwaukee Area Technical College by fall 2017 in order to create a seamless transition. The work of high school redesign will impact approximately 20,000 students within Milwaukee Public Schools.

- The **Oakland Unified School District (CA)** is committed to enrolling all students – an estimated 38,000 in total – in college and career pathways in the long term as part of their overall strategy in providing students opportunities for college and career readiness by the year 2020. The District will increase college and career readiness and reduce dropout rates by exposing students to career-oriented coursework and integrating learning with real-world careers, a rigorous pre-college curriculum, mentoring, internships, and other supports. To support this work, they are also redesigning STEM curriculum to incorporate positive ethnic identity as a lever to increase on-track graduation rates for historically underrepresented students.
- **Ocean Springs Schools (MS)** is committing to increase the historically underrepresented populations in higher level course offerings by redesigning counseling services and academic support structures, estimated to reach 50 students.
- The **Pittsfield School District (NH)** has engaged their community in the redesign of its middle school over several years; long-term planning has been a community process and continues through the work of a community-majority program evaluation team. The District has implemented competency based education with an emphasis on student voice in the means of demonstrating competence, an emphasis on inquiry learning, and integration of traditional subjects. These changes have reached all Pittsfield middle school students – currently 260 in total. Over the next six years, Pittsfield plans to implement greater personalization to continue to help all high school students and to expand student-centered practices to the district's elementary school, increase family engagement through professional development and assignment of resources, and ensure equity through development of systems and professional development to support capacity building of educators.
- **Reynoldsburg City Schools (OH)** plans for at least 90 percent of all students – an estimated 450 students – to have at least three hours of college credit upon graduation from high school by 2020. This goal is in alignment with their Continuous Improvement Plans for each of their four high school academies. In 2013, Reynoldsburg City Schools led a regional initiative to develop career pathways related to four key central Ohio industry sectors and connecting high school courses, technical training, college credit and work-based experiences. Reynoldsburg has

partnered with Columbus State Community College and six other local districts on U.S. Department of Education Investing in Innovations (i3) grant project with the goal of having 90 percent of all graduates earn at least three college credits while in high school by 2020, currently 60 percent of all graduates do.

- **Rochester School Department (NH)**'s Spaulding High School, beginning in the 2017-2018 school year, will train 25 teachers in personalizing learning based on project-based learning, using digital tools to personalize learning pace and provide feedback. Students will be able to move at their own pace in these personalized classroom environment, based on competency completion. The entire school will be focused on increasing and enhancing student agency. The District's work with performance assessments and competencies has clarified the need for personalization and focusing on student agency to increase student performance. The District estimates 50 percent of the staff will be using these tools by the 2018-2019 school year, with 100 percent by the 2019-2020 school year - impacting 1,400 number of students.
- The **Rowan-Salisbury School District (NC)** plans to develop six career academies at each traditional high school over the next three years. These career academies will support instruction through partnerships with local industry experts to provide innovative coursework that prepares students for jobs of the future. Developing the career academies will involve a rigorous planning cycle with students, teachers, parents and community members. In addition, they plan to establish flexible learning schedules and environments at each high school within the next two years, giving students further personal autonomy and personalization over their learning. In the effort to tackle difficult recruitment and retention issues, they will develop a new, innovative staffing and recruiting strategy in the next three months that rewards educators as a way to incentivize math and science teaching positions.
- **Salem City Schools (VA)** is rethinking high school with a multi-pronged approach that, at its core, personalizes the high school experience by allowing students to explore additional opportunities within Interest Pathways that reflect their personal passions and future goals. Salem's focus on Interest Pathways and a personalized high school experience is providing all high school students with opportunities to participate in a work-based learning experience. Salem's efforts to rethink the high school experience target Salem High School and Andrew Lewis Middle School, the district's only middle and high schools. As a result of Salem's efforts to personalize the educational experiences of its students, the average number of credits rising freshmen bring with them into high school will increase by 50 percent by September 2017.
- **Sanborn Regional School District (NH)** has worked to create the foundations for supporting a personalized, student-centered learning environment, by

strengthening smaller learning communities, developing a competency-based system, reforming grading practices, supporting student learning through relearning/reassessment, creating career pathways and internships, engaging in partnerships with higher education, and working to create deeper and more challenging performance assessments for demonstrating competency in all content areas. The work has been done throughout all four of their K-12 schools, creating a shared vision for their students, parents, and community. They are committing to continue to fortify the building blocks of a move-on-when ready system, balancing competency and student driven learning for 1,700 students.

- The **Sioux City Community School District (IA)** has set a goal to engage a newly developed student advisement program, for students in grades 8-12, as they create and implement their recently developed individualized career and academic plan. The focused career and academic plan allows their staff members to work with families to develop and monitor student results in their initiative to strengthen college and career readiness. The student advisement process will keep students engaged in their individual plan as their leaders work to create and regularly monitor student academic success through their Career Academy high school courses, serving students in all 16 career clusters. The team within the Sioux City Community School District will continue their work to enhance these individualized programs of study within their career academy courses, where students earn college credit as a part of their high school experience. They will engage 100 percent of their high school students in this process and earning at least one college credit course per student by 2020 - 5,500 in total.
- The **South Fayette Township School District (PA)** is committing to preparing the next generation of innovative thought leaders by redesigning the high school curriculum to build deeper pathways and ecologies in computer science, engineering, and human centered design thinking, while simultaneously redesigning the physical spaces to address this transformational curriculum which will benefit all 3,080 students K-12. In October 2016, through support from the Infosys Foundation, the high school will roll-out a designated makerspace supported by lead teachers and students. In support of this new vision the district is currently in the process of developing a vision for future-focused libraries to develop spaces that support and enhance students as innovative thought leaders. In August 2017 a newly-designed MIT certified Fab Lab, including innovation studio spaces, will open to advance innovation and collaboration. Beginning in 2016 - 2018 computer science professors from Carnegie Mellon University will partner with South Fayette School District to redesign the AP Computer Science A course, Java I, Java II, and an 8<sup>th</sup> grade Python course, and will mentor high school staff to teach the course.

- During the 2015-2016 school year, **Warsaw Community High School (IN)** students earned over 1.3 million dollars in dual enrollment and advanced placement credits reaching over 900 students. In the effort to continue this trend and expand their commitment to the growth of AP and Dual Credit programs, Warsaw Community Schools will collaborate with the local industries to add STEM and Computer Science courses to their curriculum. This commitment will reach all 2,200 high school students by 2018.

### *Continued Private Sector Commitment to Next Generation High Schools*

Additional resources are also being announced by non-profit and private sector organizations to continue to support Next Generation High Schools, including:

- **Creating a Roadmap to Evidence-based practice for Improving Low Graduation Rate High School:** The Everyone Graduates Center at John's Hopkins University is releasing a roadmap that provides a high level synthesis of what is known and what has been learned about the reforms low graduation rate high schools typically require and what evidence indicates works. Areas covered include school organization, school climate, the ABC's -attendance, behavior, and course performance, teaching and learning, leadership, student supports, and community and family partnerships.
- **Announcing the Next Generation of Super Schools:** On September 14, 2016, XQ: the Super School Project is committing to announce at least five winning teams to become America's first cohort of Super Schools. These Super Schools will begin to come alive over the next year. In 2015, XQ: The Super School Project launched what has since become one of the largest open calls in history to rethink high school. Knowing our students deserve better, over 40,000 people answered the call and raised their hands to tackle this problem. Educators and entrepreneurs, parents and pioneers, business leaders and administrators, researchers, and most importantly of all – students themselves – assembled to act in their own self-interest to change one of the biggest public systems in the world. The Super Schools Project, which was announced as a commitment to action as a part of the President's My Brother's Keeper initiative, will allow all communities to build on what works, because every child deserves an equal opportunity to get an effective education.
- **Building Capacity for Redesign at the Local Level:** The Alliance for Excellent Education (The Alliance) is committed to building momentum for next-generation high schools to benefit all students, particularly those traditionally underserved, in multiple ways. The Alliance is working to help connect the numerous high school redesign efforts currently underway across the nation through both traditional communications means and a digital network infrastructure to build the capacity of communities to develop next generation

high schools. Further, the Alliance is creating toolkits for education leaders designed to support next-generation high schools including implementation around the Every Student Succeeds Act (ESSA). The first tool kits are being released in conjunction with the second White House Summit on Next-Generation High Schools.

- **Funders' Collaborative for Innovative Measurement Building a Repository of Measures Next Gen Competencies:** In 2015, the Funders' Collaborative for Innovative Measurement (FCIM) was formed, which includes nine private foundations (S.D. Bechtel, Jr. Foundation, Einhorn Family Charitable Trust, Bill and Melinda Gates Foundation, The William and Flora Hewlett Foundation, Overdeck Family Foundation, Raikes Foundation, Spencer Foundation, John Templeton Foundation, The Wallace Foundation) and representatives from the National Science Foundation and the Institute of Education Sciences. Among other projects, FCIM is supporting the creation and curation of a repository of existing measures of 21<sup>st</sup> century competencies, including the interpersonal (e.g., collaboration, communication) and intrapersonal (e.g., learning mindsets, perseverance), which will help the field to understand what skills and dispositions currently can and cannot be measured at scale. With seed funding in early 2016 from the Hewlett Foundation, the RAND Corporation has pilot-tested and now developed the basic architecture for such a repository; FCIM is currently working on a number of ways to generate the support to complete this important initiative.
- **Supporting Socioemotional Learning:** The Yale Center for Emotional Intelligence and Facebook are announcing an expanded version of inspirED, an online resource center and community that focuses on creating pathways for high school students and educators to work together to create more positive emotional climates in their schools. The site was developed in partnership with teens, educators and experts in social and emotional learning. Resources include a wide variety of activities and tools, including classroom lessons, teen activities, scholarly and popular articles, case studies, videos, discussions, and ideas for both classroom- and school-based projects. This October, they will host a Summit that will bring together teens, educators, school administrators, and researchers to share best practices, tackle challenges, and celebrate schools that are working together to create more positive school climates and greater well-being for students and educators.

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