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## **National High School Center Releases Report on Key Practices and Policies of Consistently Higher Performing High Schools**

Washington, DC – The National High School Center released a [report](#) today on key practices and policies of higher performing high schools.

The study identifies patterns of practice found in higher performing schools as a source of information for educators seeking to chart pathways to improved academic performance in high schools.

“Higher performing high schools are able to succeed because they are active in a number of areas integral to school improvement, not just in one or two instances,” commented Joseph Harris, interim director of the National High School Center.

The study provides examples of how higher performing high schools promote rigorous student achievement across entire student populations. The National Center for Educational Accountability (NCEA) framework, on which the report is based, enables school leaders to examine practices of higher performing schools and provides a research base for comparing these practices to those found in other schools across the nation.

The framework’s themes involve academic goals, professional development activities, instructional approaches, and data-driven decision making.

“It is important to note that these policies and practices are interrelated, not only across themes but also across levels in the school system whether it is classroom, school, or district,” Harris added.

The report also includes ways in which states can guide and support the types of initiatives outlined, including setting explicit standards, developing a coherent policy framework around teacher quality, implementing innovative approaches to reaching more students, as well as methods for supporting data-responsive action at the local level.

## About the National High School Center

The [National High School Center](#) was established in 2005 and serves as a central source of information and expertise on high school-related issues for all students, with a special focus on students with disabilities, students with limited proficiency in English, and students at risk of school failure. The National High School Center, housed at the [American Institutes for Research](#) (AIR) in Washington, DC, serves the Regional Comprehensive Centers, and is funded by a grant provided by the [Office of Elementary and Secondary Education](#) and the [Office of Special Education Programs](#). Subcontractors include Learning Point Associates, MDRC, the National Center for Educational Accountability (NCEA), and WestEd.

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