

“Good is the Enemy of Great”

Jim Collins, Stanford University

Author of the Best Selling Business Leadership Book and Research Study
“Good to Great”

**“If You are Not Getting Better,
You are Getting Worse”**

Joe Paterno

Why High School Reform?

- Desire to do the BEST we could for our students!
- Free Market/Public School Principles
- “Rigor and Relevance Framework” —Willard Daggett
- “Other Ways to Win” —Ken Gray and Edwin Herr
- School Violence/Mental Health Research

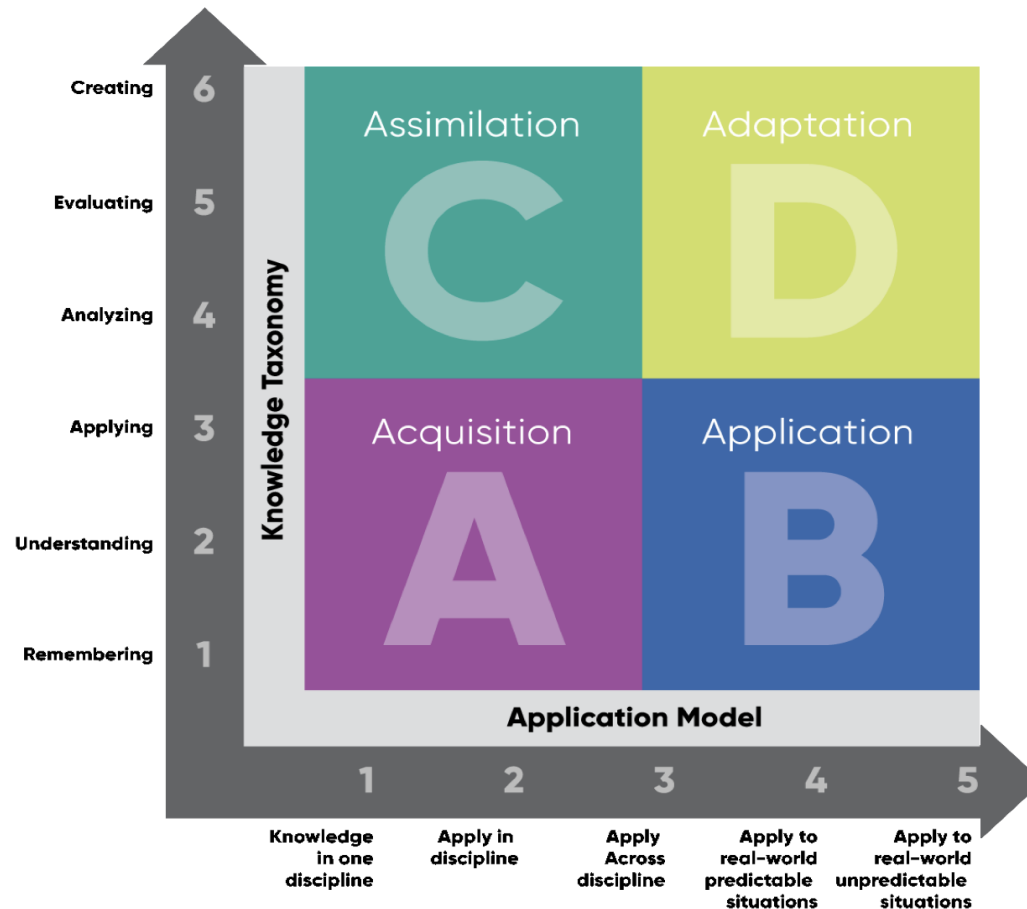
Free Market/Public School Principles

- An Understanding by the Administration, Staff and Board of the Public School's Role in Society and the Free Market System
 - Who Pays Taxes?
 - What Do They Expect in Return?
 - What is the Value of a Strong Local Economy to the School System and vice versa?
 - What is the Business and Industry Leaders' and the Chamber of Commerce input to schools?

Free Market/Public School Principles—cont.

- Treat it Like a Business
 - Analyze the data—focus on measurable outcomes
 - Maximize/Optimize use of resources
 - Train and motivate staff
 - Apply Economies of Scale
- Marketing
 - Market the program to our clients and potential clients (Business and Higher Ed Leaders, Home Buyers, Potential New Students/Parents, Real Estate Agents)

Rigor and Relevance Framework — International Center for Leadership in Education



“Other Ways to Win”

- More than half of high school graduates are not prepared for college level work.
- Only 1 in 6 college freshmen at four-year colleges get a job in their major field of study within six years...the financial toll on students, parents and families is staggering
- The #1 major in the US of college freshmen is “Undeclared”
- Many schools ignore or do not place sufficient focus on the “academic middle”
- Recommendations: High School, particularly the senior year, have to be rigorous; there has to be a conscious career development component; schools need to focus programs and parent education for the “academic middle”

Application of School Violence/Mental Health Research:

- Kids need to see a future for themselves.
- Students need to be “engaged” with something in their school and lives...teachers, academic programs, coaches, sports, friends, religious organizations, etc.

Why implement this model?

- To make the curriculum relevant and challenging for ALL graduates to be successful in the workplace.
- To provide accurate and helpful information on the various career fields and the multitude of post secondary options.
- To provide each student with a specific individualized career plan to transition effectively upon graduation.
- To offer a credible strategy for helping more young people stay engaged in high school and emerge better prepared for success in postsecondary education and careers
- To provide opportunities and focus for ALL of our students!

What is the Career Pathways Model and how will it benefit our students?

1. College Preparation for ALL

2. Career Preparation for ALL

3. Career Development process for ALL

Career Pathways are grounded in four guiding principles:

- Pathways prepare students for both postsecondary education AND a career.
- Pathways connect academics to real-world applications.
- Pathways lead to the full range of postsecondary opportunities.
- Pathways improve student achievement.

At CCSD

- College Prep for All meant that all students were required to take the college prep sequences in all areas in order to graduate. Sequences could be accelerated in a customized way.
- Career Prep for All meant that all students took a minimum of four credits in their primary Pathway electives and at least two credits in a secondary Pathway in order to graduate. All courses included relevant activities, technology
- Career Development for All meant a K-12 curriculum process including relevant activities aligned to the Career Ed and Work Standards; all students completed an Individualized Career Plan; all students completed courses that included: personal budgets and finance, tax preparation, ethical technology use

At CCSD--continued

- Career Pathways was a curriculum development process that developed three ways:
 - Core academic courses were revised to include Quadrant D lessons/activities and Career-based activities and content. They also included high level assessments, writing activities and technology activities.
 - A development/modification of elective courses to provide in-depth career content
 - A series of required courses (called “Futures”) that included the Individualized Career development process, personal finance, etc.

At CCSD—continued

- CCHS did not add staff for the implementation of Career Pathways but rather refocused staffing, supplies, equipment and curriculum.
- Staff that were subsequently added were to support increased Chapter 339 Programs....all of which brought in sufficient revenue to more than pay for the staff.
 - Staff to oversee work experience programs
 - Communications Technology teacher
 - Health Occupations Technology Teacher
 - The year I retired there were 83 students coming to CCHS from other school districts

Results of Career Pathways Model at CCSD

- Student Academic Achievement—UP
- Student Attendance—UP
- Student Preparation for College—UP
- Students in Internships—UP
- Students' Changing Majors—DOWN
- Student Discipline Issues—DOWN
- Student Mental Health Issues—DOWN
- Enrollment—UP
- Use of Taxpayer Funded Space—UP
- Alumni Support/Donations—UP
- Local Business Involvement in the School—UP

DANVILLE HS 2021-22 PAYS Survey Data:

- **34%** of 10th graders and **35%** of 12th graders stated that they never/seldom feel that the school work assigned is meaningful and important.
- **27%** of 10th graders and **28%** of 12 graders stated that they never/seldom enjoyed being in school.
- **40%** of 10th graders and **36%** of 12 graders stated that they often/almost always hate being in school.
- **24%** of 10th graders stated that, during the past 12 months, they seriously considered attempting suicide. **18%** made a plan to do so.
- **13%** of 10th graders and **10%** of 12 graders actually attempted suicide.

Danville AP

- 148 students taking AP course—23% of school population (over the last six years this has averaged 22.9%).
- 306 seats taking AP course—Roughly 7% of HS scheduled seat time
- DASD spends roughly \$69,000 per instructional day in the HS...so roughly \$54,000 per day is invested in students NOT taking an AP course. BTW—roughly \$30,000 of that is from local taxpayers.

DAHS Statistics of Recent Graduates

- Over the last 20 years:
- On average, 66% of Danville graduates attend a four year college.
- That leaves 1/3 of our students who are not seeking a four year degree
 - Are we best meeting the needs of these students and all students once they leave DAHS?
 - How can we better support the 33% of students who are not attending a four year college?

Danville Area School District Career Fields and Pathways

BUSINESS, FINANCE, MARKETING, INFORMATION AND COMPUTER TECH.

- Human Resources
- Banking
- Accounting
- Marketing and Sales
- Computer Programming

AGRI-SCIENCE, HEALTH CARE AND SCIENCES

- Animal Systems
- Agribusiness Systems
- Nursing Field
- Health Care Professional
(Doctors, Health Related
Occupations)

ENGINEERING, MANUFACTURING, AND INDUSTRIAL TECH

- Design/ Pre-Construction/
Construction
- Manufacturing and Production
- Quality Assurance and
Logistics

ARTS, HUMANITIES, & COMMUNICATIONS

- Performing Arts
- Communications
Technology
- Visual Arts
- Journalism

HUMAN/SOCIAL SERVICES AND EDUCATION

- Human Services
- Teaching/ Education Field/
Professional Support Services
- Biotechnology
- Health Related Research and
Development (Lab. Tech.)
- Diagnostic Services (Radiology,
Pathology and, Laboratory
Medicine)

Danville Area High School—Career Pathways

- Board Approved beginning with the Class of 2026—you are in it all of 24 days for one class (1% of your instructional time this year has been spent on Career Pathways).
- Why is it here?
- My thoughts:
 - Teacher expectations/School Culture
 - Curriculum Development
 - Sequential Implementation
 - Mental health issues
 - 7/8 academic period day