WORTHINGTON CITY SCHOOLS

HIGH SCHOOL

CURRICULUM AUDIT

CONDUCTED BY

CAPITAL UNIVERSITY FACULTY MEMBERS

DR. PAIGE SHALTER-BRUENING

DR. BRADLEY CONRAD

DR. JIM WIGHTMAN

PRESENTED TO THE

WORTHINGTON BOARD OF EDUCATION

SEPTEMBER 10, 2012

Process for Selecting Schools in The Study

There were 391 high schools rated as "Effective" by the Ohio Department of Education for the academic year 2010-2011. The Performance Index, which is reported on the 2010-2011 School Year Report Card, was used to narrow the number of schools for consideration. "The Performance Index reflects the achievement of every student enrolled for the full academic year. The Performance Index is a weighted average that includes all tested subjects and grades and untested students. The greatest weight is given to advanced scores (1.2); the weights decrease for each performance level and a weight of zero is given to untested students. This results in a scale from 1 to 120 points."
ODE School Report Card

50 high schools with a Performance Index score of 106.6 (equivalent to WKHS) or above for the academic year 2010-2011 were identified. This list was narrowed to 26 schools, which were contacted individually to form the basis for our report. The list was narrowed based on:

- Local schools that Worthington competes with directly and are often cited as exemplary in the community at large
- Three years of exceptional results in Performance Index scores
- Demographics
    - Enrollment
    - Socio-economic
    - Community similar to Worthington

Site visits were conducted in Sylvania (Northview and Southview high schools) and Forest Hills (Turpin and Anderson high schools), as well as TWHS and WKHS. Sylvania and Forest Hills were chosen due to their long history of excellence, having two high schools, being similar communities, and providing programs to contrast from different parts geographically of the state.

Schools and Addresses

Building Name	District Name	Street address	City and Zip code
Avon Lake High School	Avon Lake City	175 Avon Belden Rd	Avon Lake, OH 44012-1600
Avon High School	Avon Local	37545 Detroit Rd	Avon, OH 44011-2133
Dublin Jerome High School	Dublin City	8300 Hyland Croy Rd	Dublin, OH 43016-7016
Dublin Coffman High School	Dublin City	6780 Coffman Rd	Dublin, OH 43017-1007
Turpin High School	Forest Hills Local	2650 Bartels Rd	Cincinnati, OH 45244-4009
Anderson High School	Forest Hills Local	7560 Forest Rd	Cincinnati, OH 45255-4307
Highland High School	Highland Local	4150 Ridge Rd	Medina, OH 44256-8618
Hudson High School	Hudson City	2500 Hudson Aurora Rd	Hudson, OH 44236-2324
Kenston High School	Kenston Local	9500 Bainbridge Rd	Chagrin Falls, OH 44023-2704
Kings High School	Kings Local	5500 Columbia Rd	Kings Mills, OH 45034
Lake High School	Lake Local	1025 Lake Center St NW	Uniontown, OH 44685-9466
Loveland High School	Loveland City	1 Tiger Trl	Loveland, OH 45140-1975
Olentangy Liberty High School	Olentangy Local	3584 Home Rd	Powell, OH 43065-9757
Olentangy High School	Olentangy Local	675 Lewis Center Rd	Lewis Center, OH 43035-9049
Orange High School	Olentangy Local	2840 E Orange Rd	Lewis, OH 43035-9300
Olmsted Falls High School	Olmsted Falls City	26939 Bagley Rd	Olmsted Falls, OH 44138-1161
Perrysburg High School	Perrysburg Exempted Village	13385 Roachton Rd	Perrysburg, OH 43551-1363
Pickerington High School North	Pickerington Local	7800 Refugee Rd	Pickerington, OH 43147-9428
Solon High School	Solon City	33600 Inwood Dr	Solon, OH 44139-4132
Sycamore High School	Sycamore Community City	7400 Cornell Rd	Cincinnati, OH 45242-3012
Sylvania Northview High School	Sylvania City	5403 Silica Dr	Sylvania, OH 43560-1981
Sylvania Southview High School	Sylvania City	7225 Sylvania Ave	Sylvania, OH 43560-3532
Upper Arlington High School	Upper Arlington City	1650 Ridgeview Rd	Upper Arlington, OH 43221-2962
Westlake High School	Westlake City	27830 Hilliard Blvd	Westlake, OH 44145-3032
Thomas Worthington High School	Worthington City	300 W Granville Rd	Worthington, OH 43085-3527
Worthington Kilbourne High School	Worthington City	1499 Hard Rd	Columbus, OH 43235-1991

Cost per Pupil and Median Income

Building Name	District Name	Cost per Pupil	Median Income
Avon Lake High School	Avon Lake City	8998	48961
Avon High School	Avon Local	6204	55098
Dublin Jerome High School	Dublin City	11566	48313
Dublin Coffman High School	Dublin City	10773	48313
Turpin High School	Forest Hills Local	10122	48282
Anderson High School	Forest Hills Local	10359	48282
Highland High School	Highland Local	7077	48314
Hudson High School	Hudson City	11352	64018
Kenston High School	Kenston Local	10366	51290
Kings High School	Kings Local	8622	41404
Lake High School	Lake Local	6589	37687
Loveland High School	Loveland City	9839	49161
Olentangy Liberty High School	Olentangy Local	9831	71487
Olentangy High School	Olentangy Local	10711	71487
Orange High School	Olentangy Local	9423	71487
Olmsted Falls High School	Olmsted Falls City	8745	40041
Perrysburg High School	Perrysburg Exempted Village	8760	48431
Pickerington High School North	Pickerington Local	8120	46375
Solon High School	Solon City	11437	50361
Sycamore High School	Sycamore Community City	13215	47867
Sylvania Northview High School	Sylvania City	9712	41438
Sylvania Southview High School	Sylvania City	9087	41438
Upper Arlington High School	Upper Arlington City	14534	57176
Westlake High School	Westlake City	8694	43896
Thomas Worthington High School	Worthington City	10816	43998
Worthington Kilbourne High School	Worthington City	10954	43998
STATE AVERAGE		**9261**	**30850**

Student Demographics

	Black, non-Hispanic	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Multi-Racial	White, non-Hispanic	Economically Disadvantaged	Limited English Proficient
Avon Lake	1.20%	-	1.10%	2.00%	2.40%	93.10%	12.40%	0.50%
Avon Local	3.60%	-	2.60%	3.10%	2.10%	88.50%	6.80%	1.30%
Dublin	3.90%	-	16.10%	3.90%	5.20%	70.70%	14.00%	8.00%
Forest Hills	1.50%	-	2.10%	1.50%	3.10%	91.70%	10.80%	0.50%
Highland	0.40%	-	1.60%	-	0.90%	96.80%	8.70%	0.90%
Hudson	1.10%	-	4.60%	1.20%	2.70%	90.30%	4.70%	0.60%
Kenton	3.90%	-	1.00%	0.70%	2.30%	92.10%	11.70%	0.30%
Kings Local	1.60%	-	2.00%	4.20%	3.00%	89.10%	17.10%	2.00%
Lake Local	0.50%	-	0.40%	1.40%	2.00%	95.60%	19.10%	0.70%
Loveland	1.30%	-	2.00%	1.60%	2.50%	92.50%	14.20%	0.80%
Olentangy	4.00%	0.10%	7.20%	2.30%	3.70%	82.70%	7.40%	1.70%
Olmsted Falls	1.70%	-	1.90%	2.40%	2.00%	91.80%	17.10%	0.50%
Perrysburg	1.70%	-	3.40%	3.50%	3.40%	88.00%	12.00%	0.80%
Pickerington	17.90%	0.20%	3.30%	4.40%	7.70%	66.60%	16.60%	2.70%
Solon	14.60%	-	13.20%	1.20%	3.50%	67.50%	9.20%	2.50%
Sycamore	7.70%	-	11.80%	3.30%	5.60%	71.60%	16.00%	3.70%
Sylvania	4.70%	-	4.10%	2.30%	3.20%	85.60%	18.00%	1.60%
Upper Arlington	0.80%	-	6.10%	0.90%	2.50%	89.60%	1.40%	1.10%
Westlake	1.60%	-	5.40%	2.10%	2.80%	88.00%	14.60%	2.60%
Worthington	8.50%	0.10%	6.40%	4.70%	6.30%	74.00%	23.40%	4.80%

Performance Index Scores and Enrollment

Building Name	Designation	Enrollment	Performance Index Score 2010-11	Performance Index Score 2009-10	Performance Index Score 2008-09
Avon Lake High School	Excellent	1197	108	107.8	110.3
Avon High School	Excellent	1082	108.1	105.7	111.4
Dublin Jerome High School	Excellent	1232	114	112.1	111.8
Dublin Coffman High School	Excellent	1871	110.2	109.1	110.4
Turpin High School	Excellent	1183	113.4	109.4	110.8
Anderson High School	Excellent	1284	108.9	109.3	109.6
Highland High School	Excellent	1095	108.6	105.3	108.1
Hudson High School	Excellent	1629	112.7	110.8	111.7
Kenston High School	Excellent	1063	110.2	108.7	110.5
Kings High School	Excellent	1172	109.8	106.5	106.5
Lake High School	Excellent	1141	109.6	109.1	110
Loveland High School	Excellent	1391	108.7	106.6	107.4
Olentangy Liberty High School	Excellent	1458	112	110.8	112
Olentangy High School	Excellent	1171	110.3	109.5	109.7
Orange High School	Excellent	1242	109.8	109.9	109
Olmsted Falls High School	Excellent	1181	108.9	104.8	107.3
Perrysburg High School	Excellent	1382	109	107.8	108.1
Pickerington High School North	Excellent	1841	108.3	105.9	108.7
Solon High School	Excellent	1743	114.6	112.9	112.5
Sycamore High School	Excellent	1800	109.9	109.2	110.5
Sylvania Northview High School	Excellent	1213	107.6	103.7	105.9
Sylvania Southview High School	Excellent	1239	107.5	101.9	108.2
Upper Arlington High School	Excellent	1786	111	110.6	111.6
Westlake High School	Excellent	1332	110	107.4	110.4
Thomas Worthington High School	Excellent	1517	107.4	103	106.3
Worthington Kilbourne High School	Excellent	1283	106.6	104.9	108

ACT and SAT Data

Building Name	Mean ACT Score 2009-10	% Grads. Partic. in ACT 09-10	Mean SAT Score 2009-10	% Grads. Partic. in SAT 09-10	# of Grads. Partic. in an AP Test 09-10	% AP Test Takers with AP score >3 09-10
Avon Lake High School	24	72.1	1152	36.4	340	64.7
Avon High School	23	62.2	1154	23.8	130	65.4
Dublin Jerome High School	25	87.7	1164	43.8	370	58.9
Dublin Coffman High School	25	81.4	1150	53.3	611	66.1
Turpin High School	25	85.7	1108	64.5	237	90.3
Anderson High School	24	72.4	1122	45.8	174	84.5
Highland High School	24	77.9	1154	17.9	97	83.5
Hudson High School	25	78.1	1116	66.5	394	86.5
Kenston High School	24	75.7	1070	63.5	259	56.8
Kings High School	24	71.6	1128	26.5	197	68.5
Lake High School	23	77.9	1166	3.4	103	80.6
Loveland High School	24	81.4	1108	46.3	264	78.0
Olentangy Liberty High School	25	84.1	1122	44.3	482	78.4
Olentangy High School	25	76.0	1168	23.6	327	71.9
Orange High School	23	75.6	1116	33.8	285	64.9
Olmsted Falls High School	23	70.8	1128	31.8	124	80.6
Perrysburg High School	24	77.8	1226	8.6	143	73.4
Pickerington High School North	23	83.9	1100	23.4	212	81.6
Solon High School	25	85.8	1142	74.1	623	83.6
Sycamore High School	26	76.9	1176	65.7	458	89.3
Sylvania Northview High School	23	80.6	1128	16.7	119	76.5
Sylvania Southview High School	23	85.2	1188	15.8	159	88.7
Upper Arlington High School	26	98.8	1174	80.7	469	88.5
Westlake High School	24	79.3	1112	55.4	245	82.0
Thomas Worthington High School	24	72.8	1158	39.6	220	79.5
Worthington Kilbourne High School	25	74.9	1126	56.4	206	83.0

Review of the Literature

Although there is a great deal of speculation on how education needs to change to fit the needs of the 21st century, there is not a lot of research that supports how these changes actually benefit students and schools. However, the following themes, altering curriculum, teaching methods, scheduling, and school buildings, have emerged as changes that would move educational practices into the 21st century and early data supports these practices.

Altering Curriculum

The primary findings found in the research on effective 21st century schools suggest that it is not the curriculum that needs to be altered, but that schools present situations that allow all students to have access to projects and pedagogies that encourage critical thinking, collaboration, and problem solving (Rotherham & Willingham, 2009). Studies also report that high schools should focus on creating a collegiate climate in order to prepare students for post-secondary and career pursuits (Holland, Farmer-Hinton, & Raquel, 2009). In order to create such a culture, schools should provide multiple opportunities for students to connect with school-based and social networks in order to identify appropriate coursework and plan for higher education (Holland & Famer-Hinton).

Interestingly, many articles discussed teaching students the skills necessary for success in the 21st century, yet most researchers argued that skills could not be taught in isolation. In fact as Rotherman & Willingham argue, "educators and policy makers must ensure that the instructional program is complete and that content is not shortchanged for an ephemeral pursuit of skills" (p. 18). They continue stating that skills and content cannot be separated because students need an understanding of content in order to use certain skills, and they need certain skills in order to improve particular skills. Thus, all of the current educational reforms that focus on improving skills are falling short. Hersh (2009) mirrors this sentiment, stating that students must receive a well-rounded education, including knowledge of foreign languages and the arts, in order to be able to make sense of the world around them. Yet, he argues that it is equally important to teach students the skills to be lifelong learners because there is only a limited amount of time students have in school. He notes that students need to be taught how "to apply knowledge, to think horizontally crossing disciplines and connecting the dots to make sense of the seemingly infinite information available" (p. 52). Hersh states that it is important to be teaching students to think critically, problem solve, and make accurate judgments, but he also argues that schools need to teach skills "like valuing and embracing diverse ideas and people, working cooperatively with others, tolerating ambiguity, and possessing the resilience to bounce back after setbacks" (p. 52).

Few studies have articulated what a new curriculum actually looks like, yet Bassett (2005) presented what he considers the four hallmarks of 21st century schools. He argued that by the time 21st students graduate, they should be proficient in their literacy, numeracy, empiricism, and technology skills (hallmark 1), and fluent in leadership, decision-making, communicating, and teaming (hallmark 2). Students should also possess a multicultural literacy (hallmark 3), knowing "their own history, literary canon, Language, geography and ecology while being familiar with other cultures or geographic regions" (p. 78). Finally, students should be able to engage in high-quality performances (hallmark 4) in both the practical and fine arts. Summarizing the work of the Partnership for 21st Century Skills, Clark (2009) outlines student outcomes in terms of comprehensive content knowledge in traditional areas (science, math, history, literature, and the arts) in conjunction with skills needed for success. These skills include increasing health awareness, learning about information technology and financial literacy, as well as improving critical thinking, creativity, and persistence.

Studies have shown that emphasizing advanced thinking too early is ineffective because students need exposure to "varied examples before their understanding of a concept becomes more abstract and they can successfully apply that understanding of novel situations" (Rotherman

& Willingham, 2009, p. 19). Also, how to teach certain skills has yet to be determined and it is necessary not to give students just experience, but also practice.

Teaching Methods

Rotherman and Willingham (2009) argue that changing curriculum alone is not enough, but that teaching efforts need to be more student-centered. In recent studies, the typical student spends most of his/her time doing seat-work or engaging in whole-class instruction led by the teacher, regardless of class size. This finding is not new. Stage-environment fit theorists found that as students became more able to participate in higher level thinking tasks and engage in more cognitively demanding tasks, teachers relied on more directed work and allowed students less freedom in the classroom (Eccles, 2004). However, the most cited reason that teachers do not use more student-centered approaches is because they believe they pose classroom management problems.

Hersh (2009) argues that teachers and administrators need to commit to engaging students by creating a school culture that "refuses to define education as the passive reception of knowledge and instead celebrates demanding, profoundly engaging, and authentic educational experiences" (p. 52). He states that teachers need to assist students in constructing their understandings of the world around them and intentionally reflect on how and what they are learning. Shaw (2009) believes the way to do this is through developing integrated, interdisciplinary curriculums that focus on current themes that are interesting to students.

Clark (2009) recognizes asking teachers to revise their curriculum and course content is often difficult, especially since many of the 21st century skills and content topics are not reflected in state and local standards. Thus, he argues that schools need to look beyond the classroom in order to transform learning to meet 21st century needs. Shaw (2009) suggests that teachers need to focus on developing real-life, real-world learning projects in order to engage students in applying their knowledge to make a difference in the community. She argues that teachers need to develop lessons that focus on the whole child and creating learning situations that are authentic and interconnected. Learning must be designed on the upper levels of Bloom's taxonomy in order to promote higher-level cognitive processes and it needs to actively engage students, instead of allowing them to be passive receptors (Shaw). She argues that 21st century schools should encourage students to tackle real-world problems that connect students, teachers, and the community. Shaw believes that it is the teacher's responsibility to instill curiosity and excite learners so that they choose to learn beyond the classroom and school day. In order to do this, teachers need to be flexible in how they teach and move beyond the factory model of education.

Vance (2010) agrees, noting that interdisciplinary teams are necessary to promote 21st century academic skills. She argues that the specific subject, 40-minute session, 180 days a year model does not allow teachers to adequately meet the diverse needs of students in their classes. Thus, in their mid-sized rural high schools they focused on identifying key components that needed to be reinforced across the curriculum and focused on one of these components each month. This approach reinforced the idea that learning is integrated and that what one learns in a particular subject area can be transferred to other content areas. She suggested that this team teaching approach assisted students in developing 21st century skills, especially when the teams included school librarians and technology instructors, in addition to foreign language teachers and remediation specialists (Vance).

Scheduling

In order to achieve many of the above goals, Bassett (2005) argues that middle and high schools must reorganize to more thematically based and project oriented programs. Schools also need to allow teachers the time to collaborate, and to be able to be flexible with their lesson plans to fit the needs of students (Rotherman & Willingham, 2009). Researchers argue that teachers need to receive professional development that includes a great deal of support and where they can engage in an "iterative process of planning, execution, feedback, and continued planning" (Rotherman & Willingham, p. 20).

Scheduling also includes how much time students spend in class, however the finding are inconclusive and often benefit some students but not others (Corak & Lauron, 2009). In fact, a study of time in seat and class sizes in Canada, found that larger class sizes and increased seat time had detrimental effects on the lowest performing students, even though these factors were instituted based on what high performing schools did.

Allowing teachers the time to take on leadership opportunities also has positive outcomes. Louis, Dretzke, and Wahlstrom (2010) found that allowing teachers to adopt some leadership roles positively influenced student learning and they suggest that shared and instructionally focused leadership improved school culture.

This idea, in conjunction with expanding the school day with voluntary activities created to challenge students assists in meeting the demand for incorporating 21st century skills in the curriculum (Clark, 2009). In the Bethpage Union Free School District, a district that boasts a 99 percent graduation rate, teachers have taken on the challenge of creating after-school, evening, weekend, and vacation learning opportunities that promote effective communication, developing information technology skills, increasing global, health, career and community awareness (Clark). Although it is a voluntary program, students can create an electronic portfolio to track their learning experiences, and if they complete the required number of hours, they graduate with a 21st Century Scholar Diploma. In order to ensure that students develop skills in each of the skill sets, students are required to complete 20 percent of their experiences developing communication skills, 15 percent learning about financial literacy, 10 percent developing their health awareness, 10 percent participating in community service, 15 percent exploring careers and developing self-directed skill sets, and 10 percent enhancing information technology skills. Teachers embraced the program and often engaged in friendly competition to create the most engaging and informative experiences (Clark). The program has now expanded to the middle schools in the district.

School Buildings

Many researchers who focus on the 21st education movement argue that schools need to be more accessible, not only to students but to the community (Anderson-Butcher, 2004). Partnerships between community organizations and businesses are important not only for students, but for the needs of the community. Schools in the 21st century need to "address the educational, health, social, recreational, and cultural needs of the entire community" in order to emphasize the importance of life-long learning for the entire community (Anderson-Butcher, p. 252). Bassett (2009) argues that in order to transform education, schools in the United States need to model themselves on the Singapore Education system, whose motto is "thinking schools, learning nation" (p. 10). According to him, they believe that schools are learning centers for everyone and encourage participation, creativity, and innovation, which in turn promotes the idea of lifelong learning in the entire nation. Shaw (2009) agrees stating that the "21st century will require knowledge generation, not just information delivery, and schools will need to create a 'culture of inquiry'" (p. 14). Hersh (2009) states that it is very important to understand that schools, and individual classrooms, must intentionally focus combining several factors in order to change the culture of learning including: setting high expectations, providing adequate learning time and purposeful feedback, acquiring talented teachers, and motivating students. He argues that "we have to do many things at once to achieve significant learning" (p. 53) and that only focusing on one factor will not achieve any noticeable results. DeAngelis & Presley (2011) found that schools need to focus on school safety and order while also increasing teacher quality if they want to increase a positive school climate and student learning.

As well, part of the 21st century educational movement involves turning schools into community learning centers that focus not only on improving the education of students, but also meeting the learning needs of families and community members (Anderson-Butcher, 2004). Such centers should focus on remediation, support, and enrichment for students all in an effort to meet or exceed state and local academic standards. Some popular programs and curricular efforts include providing one-on-one small-group tutoring, proficiency preparation, drop-in homework clubs, ESL classes, extended library hours, career exploration programs, job training programs, and student internships (Anderson-Butcher). In many of these programs sports, recreation, and art programs are key strategies to attract students to community learning centers and can be used to encourage student academic performance. In the UK, a consultation document that outlines 21st century schools for every child, suggests that schools become a place that serve the community as a whole, and that schools work with community services and businesses in order to find the resources necessary to provide such services.

In order to meet such tasks, Shaw (2009) warns schools to stay away from the traditional school structure, which centers on isolated classrooms. She encourages schools to create spaces which can accommodate large groups and smaller areas for independent or small group work. She notes that it is vitally important to have places where student work can be displayed and where students can perform for parents and community members. Helm, Turckes, and Hinton (2010) examined similar concepts when they explored the learning centers being built in the Peoria Public School system. The designs of these new buildings have space that can be shared by both the school and community organizations. There is flexibility in classroom and group spaces and a strong connection to nature, including several outdoor classrooms and low windows that allow students to observe nature from their classrooms. Rigolon (2010) demonstrates that the idea of transforming schools into community centers is not unique to the United States. Many schools in Europe are transforming schools to reflect four types of plans: courtyard, block, cluster, or town-like. Each of these designs is focused on creating environments that are conducive to project-based activities and active engagement of students, reiterating the idea that learning is not limited to a classroom setting.

References

Anderson-Butcher, D. (2004). Transforming schools into 21st century community learning centers. *Children & Schools, 26(4),* 248 – 252.

Bassett, P. F. (2005). Reengineering schools for the 21st century. *Phi Delta Kappan, 87(1),* 76 – 83.

Clark, T. (2009). 21st century scholars. *Educational Leadership, 67(1*), 66 – 70.

Corak, M., & Lauzon, D. (2009). Differences in the distribution of high school achievement: The role of class-size and time-in-term. *Economics of Education Review, 28(2),* 189 – 198.

DeAngelis, K. J., & Presley, J. B. (2011). Toward a more nuanced understanding of new teacher attrition. *Education & Urban Society, 43(5),* 598 – 626.

Eccles, J. (2004). Schools, academic motivation, and stage-environment fit. In L.D. Steinberg (Ed.). Handbook of Educational Psychology: Contextual Influences on Adolescent Development, (pp. 125 – 153). Hoboken, N.J.: John Wiley & Sons.

Helm, J. H., Turckes, S., Hinton, K. (2010). A habitat for 21st century learning. *Educational Leadership, 67(7),* 66 – 69.

Hersch, R. H. (2009). A well-rounded education for a flat world. *Educational Leadership, 67(1),* 51 – 53.

Holland, N. E., Farmer-Hinton, R., & Raquel, L. (2009). Leave no schools behind: the importance of a college culture in urban public high schools. *High School Journal, 92(3),* 24 – 43.

Louis, K. S., Dretzke, B., & Wahlstrom, K. (2010). How does leadership affect student achievement? Results from a national US survey. *School Effectiveness & School Improvement, 21(3),* 315 – 336.

Rigolon, A. (2010). European design types for 21st century schools: An overview. *Centre for Effective Learning Environments Exchange, Special Section, 1(5),* 1 – 8.

Rotherham, A. J., & Willingham, D. (2009). 21st century skills: The challenges ahead. *Educational Leadership, 67(1),* 16 – 21.

Shaw, A. (2009). Education in the 21st century. *Ethos, 17(1),* 11 – 17.

Vance, A. L. (2010). Interdisciplinary high school teams for 21st century academic skills. *Delta Kappa Gamma Bulletin, 76(3),* 20 – 22.

SCOPE Analysis of Schools

Introduction and Background

This memo is intended to serve as a baseline for a white paper, which will share an overview of the findings from the analysis of excellent schools conducted by the Capital University team. To summarize the process, the team identified schools ranked excellent with distinction in the state of Ohio, particularly examining those districts with two high schools housed in the same district. Though not all schools fit that mold, some were considered of potential interest to Worthington Public Schools. We contacted the principals at every school at least once to get a sense of their curriculum, evaluation methods, pedagogy, school structures, and school or district objectives. After compiling a list of our findings (attached), we secured visits to seven different schools that included Sylvania Southview, Sylvania Northview, Turpin, Anderson, Thomas Worthington, Worthington Kilbourne, and Linworth Alternative High Schools. Each visit consisted of a facilities tour and an interview with one or more administrators where we asked similar questions. We collected data utilizing a theoretical framework that we argue will be most beneficial to the Worthington School District.

Theoretical Framework

We offer the following framework for evaluating the schools we examined to help better understand what they are doing effectively. This framework evolved from Eliot Eisner's (1998) work on the Ecology of Schooling and includes the following five dimensions: structures, curriculum, objectives, pedagogy, and evaluation. *Structures* refer to the physical, temporal, and administrative configuration of a school. *Curriculum* refers what is explicitly and implicitly taught (e.g. intended curriculum, null curriculum, shadow curriculum, etc.) *Objectives* refer to what the school seeks to accomplish. *Pedagogy* denotes how the curriculum is taught or how the content is delivered. Finally, by *evaluation* we mean how students, teachers, and programs within the school itself are assessed. It is imperative to attend to all of these dimensions for change to occur in schools (Eisner, 1998).

The elements listed under each dimension of the framework are derived from a full-scale literature review on effective 21st Century Schools conducted by the Capital team.

- Structural Framework (Physical and Temporal):
  a. Thematically-based, program oriented scheduling
  b. Professional development that focuses on "planning, execution, feedback, and continued planning" (Rotherman & Willingham, p. 20)
  c. Block or traditional scheduling studies correlating these to student achievement inconclusive; block is logistically superior for project-based learning.
  d. Learning environments are flexible, open, inviting and may include non-traditional settings (e.g. gardens, community, working labs, etc.)
  e. Partnerships between schools and businesses/community organizations frequent
  f. Schools designed as community learning centers

- Curriculum Framework:

a. Literacy, literature, numeracy, sciences, history/social studies, foreign language, arts, financial literacy, health awareness, technology
b. Leadership, decision making, communicating, and teaming
c. Multicultural literacy (history, geography, literacy, ecology)

- Objectives Framework (Intentions, mission, and vision):
  a. Tend to include both college preparatory and workforce readiness statements
  b. Aims are clear and align with other four dimensions of this framework
  c. Should be known and embraced by students, faculty, and staff
  d. Focus on the whole person
  e. Include elements of citizenship and academics

- Pedagogical Framework:
  a. Active engagement
  b. Small and large grouping strategies mixed with individual work time
  c. Student-centered approach
  d. Hands-on learning
  e. Teacher as a guide on the side rather than a sage on the stage
  f. Real-world learning opportunities/community as classroom

- Evaluation Framework:
  a. Student portfolios
  b. Authentic/performance assessment (arts and sciences)
  c. Include information based educational practice (data-driven instruction)
  d. Frequent formative assessment
  e. Evaluation includes collaboration among faculty
  f. Evaluation of programs/changes includes administration, faculty, and students (also involved in making modifications based on findings)

Findings

We relay our findings of this study utilizing the SCOPE framework offered above. Though these are merely an overview, as mentioned before, we include along with this memo a detailed chart outlining the elements of SCOPE for every school. It is important to note that given the limited time and resources we possessed, the information we have on pedagogy consists of information we gathered through site visits to seven schools. In each of these visits time limited us in our ability to observe classrooms, but we did ask various administrators at each site about the school's pedagogy. Below are the findings.

- Structural Framework (Physical and Temporal):
  The structures of the schools varied in a number of ways. Some schools operated on the block while others maintained a traditional schedule. Though many schools offered at least some courses at just one campus, open to students at the other school campus, those we spoke with found this practice to be ineffective, as students often related strongly to their own campus community. We saw a great variety in the school spaces as well. For example, one school ran a daycare run by students, another had large areas dedicated to science labs that were surrounded by classrooms, some incorporated gardening, others vocational education programs, with some buildings looking new, open, and bright while others were much older, darker, and more confined. Interestingly, what we gathered is that the leadership style of the principals in each buildings often mirrored the physical, emotional, and social structures of each building. Those that had leaders who focused on student relationships, engaging curricula/pedagogy, and the like, often had created atmospheres mirroring these ideas. Finally, many schools were looking to move toward or were in the process of adopting STEM-like models that encouraged spaces that allowed students to work as teams on projects. As well, many had partnerships with businesses/community organizations, but the strength of those programs varied considerably.

- Curriculum Framework:
  In many of the schools, teachers had a large say in the curriculum rather than having it handed down to them. Though they were guided by the state's content standards (now Common Core), teachers had a great deal of input on what was taught. Many schools offered dual enrollment options for students to gain college credit, though there was great variety on how far along each school was in this process. As mentioned, the STEM or STEAM (including the arts) curriculum was something every school we visited discussed, but the implementation of these ideas were varied. Almost all of the schools placed great emphasis on the arts, but again, to varying degrees. Most schools were seeking ways to not only increase their own technology equipment and integrate this with curriculum, but also were setting up structures where students could bring in their own technology to utilize in their learning. Some schools had curriculum guides or maps, but these were utilized in different ways and to varying degrees. In the best examples, teachers informed and even instructed professional developments that were often differentiated based on need. These needs were connected to the curriculum. In nearly every case, course offerings were determined by student interest and generally only foreign language and mathematics courses were taken at the middle school concurrent credit for high school.

- Objectives Framework (Intentions, mission, and vision):
  Most schools believed in high expectations for all of their students and a rigorous curriculum to coincide with this. There was great emphasis on thinking of schools as a place for career training, mainly consisting of college preparation, but with an eye toward where they would like to go in their careers. In the best examples, teachers clearly knew the school/district objectives and utilized that as a lens for their instructional and curricular choices.

- Pedagogical Framework:
  As mentioned earlier, time only permitted us from some cursory observations of teacher pedagogy but we elicited a great deal of information from building administrators. Two findings were of note regarding pedagogy. The first was that the pedagogy in each school differed, as a few schools were extremely traditional in their approach while others were much more progressive. We do not have enough information at this point to expound upon what such pedagogical approaches meant for students. The second idea of note was that schools who were further along in implementing 21st century STEAM curricula tended to have much more dynamic, student-centered pedagogy that coincided with a more integrated curriculum. Further, those schools with more dynamic pedagogies tended to have more dynamic leaders, again illustrating the powerful effect of building administration on the educational experiences of students.

- Evaluation Framework:
  Many of the evaluations were similar for every school, as they all utilized various required and non-required standardized tests to evaluate students (e.g. ACT, OGT, SAT, AP exams). However, there was great variety on how much or how effectively schools utilized these data to drive instruction. While some schools utilized data to inform not only instruction/curriculum, but also teacher collaboration, others hardly had a means to collect data. Though schools were moving toward a 21st century approach to curriculum and instruction, we hardly heard mention of authentic or performance assessments being utilized to drive instruction. Some schools had implemented formative assessments, but none were far along in the process; these were generally summative assessments and not formative ones that might otherwise generate discussion about student achievement while creating a shared sense of student success among staff. When evaluating programs, some schools were adamant about involving teachers in making decisions about how well implementation went and what next steps might be while others did not. This again can be correlated to the type of leader each school had.

Summary

Though there is quite a bit of variety in what makes a school excellent, it seems clear that each of these schools have a consistency when it comes to their objectives, curriculum, pedagogy, evaluation, and structures. What make this particularly relevant is that whichever changes Worthington might consider to the status quo, it is imperative that the district consider all five dimensions of schooling. It is also clear that there are common practices that effective, innovative, 21st century schools engage in that is evident in the literature; we recommend deep consideration of this literature. Concurrently, many schools might not engage in these practices but many with whom we spoke are trying to move in that direction. Finally, it is imperative to have a leader who believes in the change, a staff with whom she can create buy-in, and a great deal of support in making these changes happen (this might be discussed at a later time; see Fullan's work).

School	Objectives	Curriculum	Pedagogy	Structures	Evaluation
Solon H.S.	By inspiring students to achieve their personal best, the Solon City Schools will ensure all students attain the knowledge and skills necessary to succeed and become contributing, ethical citizens through a collaborative learning community working in partnership with families and our diverse community.	Standards-based curriculum. Use of curriculum maps to develop courses of study. Course levels include AP, Honors, College Prep with a myriad of electives available Vocational courses offered off-site only; all other courses offered on campus.		Seven 50-minute periods; first period is 55 minutes for morning announcements. Teachers work in teams and in PLCs, which are connected.	Utilize a myriad of common formative and summative assessments that are directly linked to PLCs. Students complete career portfolios as a graduation requirement. Select students may also do senior career project that includes mentorship. Honors diploma, career and tech ed honors diploma, regular diploma, and tech ed diploma offered. Grading scale: A = 4.0 in CP course, 4.5 in honors, 5.0 in AP AP, SAT, ACT, PLAN, PSAT
Dublin Jerome H.S.	We believe that all students can and must learn at high levels of achievement. It is our job to create an environment in our classrooms that results in this high level of performance. We are confident that, with our support and help, students can master challenging academic material	Vocational education programs/alternative programs offered online. Offer AP, IB, honors and regular course levels. Have multiple internship opportunities (e.g. business, zoology)		Eight 43-minute periods; first period is 45 minutes.	Honors diploma, career and tech ed honors diploma, regular diploma, and tech ed diploma offered. Grading scale: 93-100 A, 90-92 A-, 89-87 B+, 86-83 B, 80-82 B- AP, PLAN, PSAT, ACT/SAT, IB

School	Objectives	Curriculum	Pedagogy	Structures	Evaluation
	and we expect them to do so. We are prepared to work collaboratively with colleagues, students, and parents to achieve this shared educational purpose.				exams
Turpin H.S.	Foster the growth of responsible citizens by encouraging and providing all students with opportunities to explore and develop their potentials in a safe, positive, and academically challenging environment.	Five levels of courses available: AP, honors, college prep., general, non-leveled. Vocational and technical education courses offered at multiple locations off-campus. Dual credit courses will begin to be offered this coming year. AP courses offered in core content areas and some art classes. A wide array of electives are available in and out of core content classes. Students may earn credit in some courses in the 7th and 8th grades.		Eleven total periods – four are 50 minutes, seven are 23 minutes; 10 minute homeroom.	Regular and honors diplomas offered. AP, SAT, ACT Grading scale: 100-97 A+, 93-96 A, 90-92 A- (A+ and A are 4.0)
Hudson H.S.	The Hudson school community will unite to empower our students to achieve uncharted levels of success.	Very Limited information given/available about curriculum. All courses offered on site.		Modified Block: Ten periods on M,T,F – five 50-minute periods, one 55-minute period with	Regular and honors diploma. Limited information available about evaluation.

School	Objectives	Curriculum	Pedagogy	Structures	Evaluation
				announcements, three 30-minute periods, two 1-minute periods. W/TH: Three 90-minute periods with extension for announcements in middle period. 2, 4/5 5/6 or, and 9 on Wed; 1, 3, 6/7 or 7/8, 10 on Thur.	Grading scale: 100-98 A+, 97-93 A, 90-92 A- Use common summative assessments and are working on common formative in language arts and math. According to the principal, this has greatly improved student grades.
Olentangy Liberty H.S.	Our mission is to facilitate maximum learning for every student. Our students will perform at a level that surpasses or is equal to their anticipated level of achievement based on measured ability. We will promote high expectations for students in all areas: academic, artistic, physical, health, citizenship, and service.	*Curriculum Maps utilized; created by several parties. Students may take senior work study for elective credit. Only one track offered freshman and sophomore years, two tracks (CP and AP) offered junior and senior year. Vast array of elective courses available. Career and technical education offered off-site.		Twelve 45-minute periods; 2nd period extended for announcements. Twelve 43-minute periods with 16-minute homeroom.	Honors diploma, career and tech ed honors diploma, regular diploma, and tech ed diploma offered. ACT/SAT, AP exams Grading scale: 93-100 A, 90-92 A-, 89-87 B+, 86-83 B, 80-82 B-
Upper Arlington H.S.	The mission of the Upper Arlington City School District is to prepare, inspire, and empower all students to be life-long	Traditional courses offered, IB program, AP program, and UAHS community school (1/2 day) on campus for		M, T, TH: Eight periods between 48 and 49 minutes.	Honors and regular diplomas offered. IB, AP, PLAN, ACT, PSAT, SAT exams

School	Objectives	Curriculum	Pedagogy	Structures	Evaluation
	learners and socially responsible citizens, able to communicate and to lead with confidence in an ever-changing global society through a learning environment distinguished by: Safe, secure, and caring schools; Rigorous and relevant academic experiences; Opportunities for expression and creativity; Opportunities to develop citizenship, teamwork, discipline, and integrity.	alternative education grades 9-12. AP courses offered in core subject areas and studio art. College internship program available. STEM students may take courses at another off-site school. Career-based vocational education courses available. Writing and reading intervention workshops designed to support OGT scores.		Wednesday: Eight 43-minute periods with 27 minutes for office hours. Friday: Eight 47-minute periods with a 9 minute extended period called "kickin' it".	Senior capstone project required. Grading scale: 98-100 A+, 93-97 A, 90-92 A-
Olentangy H.S.	Our mission is to facilitate maximum learning for every student	*Curriculum Maps utilized; created by several parties. Students may take senior work study for elective credit. Only one track offered freshman and sophomore years, two tracks (CP and AP) offered junior and senior year. Vast array of elective courses available. Career and technical education offered off-site.		Two schedules: 12 45-minute period schedule and 12 43-minute schedule with 16-minute homeroom.	Honors diploma, career and tech ed honors diploma, regular diploma, and tech ed diploma offered. ACT/SAT, AP exams Grading scale: 93-100 A, 90-92 A-, 89-87 B+, 86-83 B, 80-82 B-

School	Objectives	Curriculum	Pedagogy	Structures	Evaluation
Kenston H.S.	The mission of the Kenston High School Website is to acknowledge, praise, and give recognition to members of the Kenston High School community in a professional, informational, and friendly manner. We also want to have fun doing so, and have items posted you can laugh about.	AP courses offered in the core subject areas and in studio art. Dual credit option available to students off-site. Career and technical education courses offered off-site. Three levels of courses include college prep, honors, and AP.		Three 85-minute periods and five 25-minute periods.	Honors diploma, career and tech ed honors diploma, regular diploma, and tech ed diploma offered. ACT/SAT, AP exams
Dublin Coffman H.S.	We believe that all students can and must learn at high levels of achievement. It is our job to create an environment in our classrooms that results in this high level of performance. We are confident that, with our support and help, students can master challenging academic material and we expect them to do so. We are prepared to work collaboratively with colleagues, students and parents to achieve this shared educational purpose.	Vocational education programs/alternative programs offered online. Offer AP, IB, honors and regular course levels.		Seven 43-minute periods and one 45-minute period (first period for announcements).	Have a multitude of summative common assessments in place across disciplines. Currently working on developing common formative assessments to use for progress monitoring. Honors diploma, career and tech ed honors diploma, regular diploma, and tech ed diploma offered. Grading scale: 93-100 A, 90-92 A-, 89-87 B+, 86-83 B, 80-82 B- AP, PLAN, PSAT,

School	Objectives	Curriculum	Pedagogy	Structures	Evaluation
					ACT/SAT, IB exams
Westlake H.S.	We educate for excellence...empowering all students to achieve their educational goals, to direct their lives, and to contribute to society.	AP courses offered in core subject areas and in studio art. Academic coaching "offered" to students needing support on OGT passage. Courses offered at the honors and traditional levels. Vocational education courses offered off-site.		15-minute meeting/activity period each day 1st. First Wed. of each month is a homeroom period. Nine periods between 42 and 48 minutes (they vary).	Honors diploma, career and tech ed honors diploma, regular diploma, and tech ed diploma offered. Grading scale: 100-97 A+, 93-96 A, 90-92 A- (A+ = 4.33 for regular classes and 5.33 for honors/AP) AP, ACT, SAT exams.
Sycamore H.S.	Sycamore Community Schools will provide challenging and engaging educational experiences to equip students with critical skills that promote intellectual, social, emotional, and physical growth.	A wide array of AP and accelerated courses are offered across content areas. Three career pathway course plans are offered: workforce and OGT prep, college and OGT prep, and accelerated college prep. Four course levels include standards, academic, honors, and accelerated. Summer enrichment program credit available. Vocational and tech ed. courses offered off campus.		Seven 50-minute periods including five minutes for announcements second period	Honors diploma, career and tech ed honors diploma, regular diploma, and tech ed diploma offered. Grading scale: 100-90 A, 89-80 B PSAT, PLAN, ACT/SAT, AP exams, KUDER, (for career planning freshman year), MAT8/IOWA (for gifted identification).

School	Objectives	Curriculum	Pedagogy	Structures	Evaluation
Kings H.S.	Kings Local School District Empowers All Learners to Develop and Maximize Their Capacity For Success.	AP courses offered in core subject areas, and digital media. Students have an online individual career plan they create in 7th grade to track their career pathway and academic success. Guaranteed transfer credit offered in tech ed courses, which are offered off site. Four levels of courses include essentials, regular, honors and AP. Warren County Career Center satellite courses offered at the high school.		Seven 48-minute periods including five minutes for announcements third period.	Honors diploma, career and tech ed honors diploma, regular diploma, and tech ed diploma offered. Grading scale: 100-90 A, 89-80 B PSAT, PLAN, ACT/SAT, AP exams.
Orange H.S.	we at Orange High School strive to design lessons that will engage all of our students as authentically as possible in their learning. We try to acknowledge the contributions not only of our Honors students, but also those students who are outstanding	Courses are offered at multiple locations across the district. Students may also take dual enrollment courses or college credit courses off campus. Work study and technical education classes and meet off campus. Olentangy Orange H.S. do curriculum		M, T, F: 10 periods per day. 4 50-minute periods, 1 54-minute period, 3 30-minute periods, 2 16-minute periods. Wed has 4 periods: 2 90-minute periods, 1 125-minute	They are currently doing a variety of common assessments across disciplines, but are still building the infrastructure. ACT, SAT, AP tests. Honors diploma, career and tech education diploma,

School	Objectives	Curriculum	Pedagogy	Structures	Evaluation
	examples of striving for excellence, good citizenship, and service to others.	mapping that includes teachers or administrators that would like to participate in mapping, a representative community curriculum committee review and the board of education review and adoption of the map.		period (35-minute lunch), 20-minute homebase Thur. has 4 periods: 3 90-minute periods and 1 125 minute period (35 minute lunch)	and regular diploma. Grading scale: 93-100 A, 90-92 A-, 89-87 B+, 86-83 B, 80-82 B-
Lake H.S.	Providing education to achieve success and to be the best organization for learning.	Students must take four units of math and science for graduation. Dual credit courses offered on campus and taught by Lake H.S. faculty. Service learning course available yearly and the school has built partnerships with local community. Courses offered at the regular, honors and AP levels. Career and tech ed. courses offered at multiple high school locations.		Ten total periods: one 52-minute period (1st), 5 58-minute periods, and four 24-minute periods.	Diploma with distinction, honors diploma, career and tech ed honors diploma, regular diploma, and tech ed diploma available. Grading scale: 100-95 A, 94-92 A-, 91-89 B+, 88-86 B, 85-83 B- …63-60 D- AP is a 5-point A but Honors is a 4.5 AP, ACT, SAT
Perrysburg H.S.	The purpose of Perrysburg High School, in cooperation with the community it serves, is to provide students	Three degree tracks offered: professional career, technical career, or entry-level career.		Eight 50-minute periods with a five-minute homeroom. Three periods	Diploma with honors, Career tech diploma with honors, regular diploma, and career tech

School	Objectives	Curriculum	Pedagogy	Structures	Evaluation
	with academic, social and emotional skill development opportunities for working cooperatively in a technological, global society, and to challenge all students as they prepare to be personally productive citizens.	AP courses available in core subject areas and music only. Three levels offered for courses, but not titled as such. They are labeled by number (e.g. 110 is lowest level, 111 is regular, and 112 is honors). Career-based instruction option for disadvantaged students, dual credit options available, and vocational options are available off campus.		are split periods (e.g. 5/6, 7/8).	diploma. Grading Scale: 100-95.5 A, 95.499-91.5 A-, 91.499-88.5 B+, 88.499-85.5 B, 85.499-81.5 B- ACT/SAT, PSAT, AP, OCIS/KUDER (for career planning freshman year).
Olmsted Falls H.S.	Olmsted Falls High School is committed to equipping students with the tools they need for academic, personal and social achievement. □□Ol msted Falls High School enables every student to reach their highest potential by establishing a curriculum that meets or exceeds government standards for education; providing extracurricular programs that develop children's' mental, physical and social skills; and partnering with parents and the	All courses offered at the OFHS campus, save vocational education classes, career shadowing program, and work study program. Honors, AP, and regular level classes.		There are 12 periods in the day; 4 46-minute periods, 1 49-minute period, 4 30 minute periods, and 3 12-minute periods. They have a schedule in which all teachers have an individual plan and a common department plan every day, which will help in the progression of data teams.	College prep diploma and career tech. diploma offered, AP Exams, ACT/SAT/PLAN. They are currently working on developing school-wide common assessments. They have developed many common units with common formative and summative assessments throughout. The hope is to eventually move

School	Objectives	Curriculum	Pedagogy	Structures	Evaluation
	community to create an environment geared to the success of all students.				towards common quarterly assessments that can be analyzed in department data teams.
Anderson H.S.	Our Mission: Everything we do contributes to student learning, achievement, and personal development. Our Vision: Prepare students to lead happy, productive and successful lives.	Offer courses at career campuses, college prep program of study. Offer dual-credit courses. There are five levels of classes: AP, Honors, College Prep, General, Non-leveled. Students can earn credits that are transcripted at the high school level for several courses. Online courses available for credit recovery		Seven 50-minute periods with a 10-minute homeroom (3 lunch periods).	Honors diploma, AP exams, SAT, ACT Grading scale: 100-97 A+, 96-93 A, 92-90 A-
Loveland H.S.	The Loveland High School community is committed to the principle that a strong academic program, complemented by broad extra-curricular opportuni- ties, is basic to this school's mission. Our central purpose is to provide, promote, and protect an environment in which scholastic achievement for all students is valued and pursued. We strive to prepare Loveland	Offer tech-prep program, career and tech ed program, and college prep program. Offer 9 AP courses. Three levels of classes include basic, regular, and honors/AP.		A/B block with four 90-minute classes each day.	Honors diploma, vocational honors diploma, PSAT, SAT, PLAN, ACT, AP tests.

School	Objectives	Curriculum	Pedagogy	Structures	Evaluation
	High School graduates for success as students, members of the work force, citizens of our society, and lifelong learners.				
Highland H.S.	The Highland Local School District is committed to the highest academic and behavioral expectations. Our mission is to guarantee that each learner reaches maximum potential, by providing, in partnership with the community, a quality, progressive, educational program in a safe and dynamic lifelong learning environment.	Some of our high school students begin their day at Middle School in World Language courses. They offer distance learning at the Media Center. Students can take college courses while being enrolled at H.S. Career and tech ed. offered at center in Medina County (students can take college level courses here for credit as well). They do not offer like courses in multiple locations. Students may take a course elsewhere and substitute it for one of their courses there. Post-secondary enrollment program available (dual or college credit only courses). Individual career plans available upon parent request. Three levels of courses include intervention, regular, and accelerated. AP courses also		Nine 50-minute periods.	They are currently "very aggressive" in pursuit of departmental common assessment. Developing curriculum maps and common assessments (primarily formative). Uncertain of effectiveness, as this is somewhat new. Honors diploma, vocational honors diploma, PSAT, NMSQT, SAT, PLAN, ACT, ASVAB Grading scale: 100-93 A, 92-85 B, 84-74 C, 73-66 D, 65-55 F

School	Objectives	Curriculum	Pedagogy	Structures	Evaluation
		available.			
Pickerington H.S. North	Our goal is to be a high performance school district with high quality learning environments for every student. Our mission is to provide all children an efficient and nurturing educational environment that creates life-long learners who are socially responsible citizens. We believe children are our primary focus. The District has developed a series of success drivers that will target the district's focus on its Team Goal; "Pickerington Local Schools will be a high performance school district with high quality learning environments for every student."	All courses offered are available to students attending both high schools. They only have multiple locations because they have two high schools. Career and tech classes offered on and off-campus, course offered for students who want to work with children with special needs, regular and honors level (grades 9-10) and regular/AP/Extended courses offered (grades 11-12), marketing education program, career-based intervention program Post-secondary option program offered to students where they can take college courses off-site		Seven 49-minute periods and one 10-minute period for announcements.	They have common assessment banks of questions, but their common exams are "somewhat outdated." They are beginning the revision process this year. Honors diploma, vocational honors diploma, PSAT, NMSQT, SAT, PLAN, ACT Grading scale: 100-95 A, 93-94 A-, 92-90 B+, 89-86 B, 85-83 B-
Avon H.S.	The mission of the Avon Local School District is to create excellence in education for all children through a partnership of home, school and	Post-secondary enrollment courses at many post-secondary institutions offered, joint vocational school offered off-site, college the prep courses offered off		42-minute "early bird period" and then 12 43-minute periods.	No school-wide common assessments; some departments choose to give them but not required.

School	Objectives	Curriculum	Pedagogy	Structures	Evaluation
	community.	campus, pre-engineering program offered partially off-site, teacher education exploration program with internship offered,			Explore, PLAN, PSAT, ACT, SAT, Diploma with honors, AP tests, senior internship project, Grading scale: 93-100 A, 90-92 A-, 89-87 B+, 86-83 B, 80-82 B-
Avon Lake H.S.	The mission of the Avon Lake City Schools, a district committed to personalized educational excellence, is to challenge all students and develop their individual goals through community partnerships, resources, and technologies which will produce responsible and compassionate citizens.	Concurrent enrollment courses (with local community college) taught onsite by high school faculty; other students take community college courses at that campus, 16 AP courses, freshman transition program for at-risk students, vocational ed. Program, college tech prep program, honors and regular level courses (students have a vas array of electives to choose from)		42-minute "early bird period" and then 12 43-minute periods.	No school-wide common assessments; some departments choose to give them but not required. Explore, PLAN, PSAT, ACT, SAT, Diploma with honors, AP tests, senior internship project, Grading scale: 93-100 A, 90-92 A-, 89-87 B+, 86-83 B, 80-82 B-
Sylvania Northview H.S.	Sylvania Northview High School is dedicated to providing a respectful, caring, secure environment that empowers students with the analytical and creative skills and strategies necessary to be productive, life-long learners.	Concurrent enrollment options, 12 AP courses, regular and honors courses offered, one and two year tech ed program in 23 different areas; students get career pathways handbook freshman year to choose course of study. Curriculum		Nine 42-minute periods. Career tech courses offered outside of the campus. Some AP courses offered at Southview campus.	No school-wide common assessments; common semester exams in Math and English (have proven fruitful). AP, Honors Diploma Grading scale:

School	Objectives	Curriculum	Pedagogy	Structures	Evaluation
		guide identical to Southview.			
Sylvania Southview H.S.	The mission of Southview High School is to promote a challenging curriculum within a secure learning environment through which we prepare our students for responsible citizenship, lifelong success, and productive employment in a global community.	They are just beginning the process of reworking their curriculum guides. Concurrent enrollment options, 12 AP courses, regular and honors courses offered, one and two year tech ed program in 23 different areas; students get career pathways handbook freshman year to choose course of study. Curriculum guide identical to Northview.		Nine 42-minute periods. Career tech courses offered outside of the campus. Some AP courses offered at Southview open to Northview students.	No school-wide common assessments; some within departments but not required. AP, Honors Diploma Grading scale: 100-98 A+, 97-93 A, 90-92 A-