

## From Policy to Practice:



## Responding to a College-Ready Mandate

Fall 2008

By

Catherine A. Wallach



Case Studies  
of Systems Change

From Policy to Practice:

Responding to a  
College-Ready Mandate

Case Studies of Systems Change  
Third in a Series

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### **About the Small Schools Project**

The Small Schools Project, part of the Coalition of Essential Schools Northwest, was created in 2000 to promote the understanding and development of small schools committed to providing rigorous, relevant learning experiences for all students, based on powerful relationships that support this learning. We provide support and assistance to high schools and districts committed to high school redesign and to graduating all students college- and work-ready.

The Project offers a range of services, including school and district coaching and professional development activities for educators and administrators. We produce a variety of publications about small schools and create hands-on tools to use in the classroom, school, district, and community. For more information see our website (<http://www.smallschoolsproject.org>).

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## The Series

The Small Schools Project series **Case Studies of Systems Change** is intended to illuminate challenges of district and high school redesign processes and to be used as a learning tool for district and high school personnel, technical assistance providers, and others involved in school redesign efforts. We seek to build knowledge about how a district changes its own policies and practices to drive and support changes at the building, small school, and classroom levels.

The school districts studied in this series all received district change grants from the Bill & Melinda Gates Foundation. These districts have also committed to aligning their school district systems in support of their stated goal of graduating every student college-, work-, and citizenship-ready by creating highly personalized learning environments in their high schools and improving teaching and learning in every classroom.

## This Publication

The third case study in our series, **From Policy to Practice: Responding to a College-Ready Mandate**, examines one high school's reaction when the district aligns graduation requirements with college entry requirements in order to graduate all students eligible and prepared for college. Of particular consideration is work to support teachers to adapt their beliefs, change their practice, and promote professional development and instruction that is implicated by the new policy.

Data for this study was collected from September 2007 to June 2008. Researchers visited the Forest Hills School District regularly over the course of the school year, interviewing and job shadowing district and high school administrators, teachers, and instructional coaches. Researchers observed administrative meetings, task force meetings, and professional development activities. Teachers and students participated in focus groups as well.

All proper names of participants and locations in this study have been changed, and some identifying characteristics have been modified to protect confidentiality.

## A Word About Qualitative Case Studies

Case study research is a type of qualitative research that is particularly suited to developing insights rather than testing hypotheses. Researchers use multiple sources of evidence, and employ ethnographic research methods such as participant observation, holistic and contextualized data collection and interpretation, and detailed depiction and analysis of social relations and culture to develop a case. Case studies examine a phenomenon or issue within its real-life context, uncovering the interactions and relationships that influence or affect the “case.”

In education, for example, case study researchers often collect information about such things as expectations (of and by students, teachers, parents, administrators), organizational routines and structures, language used and types of conversations engaged in, daily activities and work, behaviors in different contexts, interactions and relationships between different individuals or groups of people, and the physical environment. This data, when added to information gathered from document analysis and more formal interviews, allows researchers to develop a complex and “thick” description of the case.

For this reason, case studies are particularly suited to situations with complex variables that are difficult to separate, and to examinations of process. Case studies provide a systematic way of looking at a phenomenon to gain an understanding of how and why it is structured the way it is, what meanings people make from how it works, and what further information may be needed to address the issue.

Case studies take an in-depth and contextualized look at a particular phenomenon, but they are not an account of an entire system. They are a “slice,” designed to highlight a particular process and its relation to the whole at a particular point in time.

### How to Use This Publication

We intend these case studies to be used to examine themes, patterns, and possible gaps in understanding about resource reallocation in service of student achievement. To that end, we have included **self-study questions** at the end of the case study to guide thinking and analysis. We have also included **exhibits** to give readers further detail about the school district and its current resource allocation process. We believe that the richest learning opportunities happen in discussions with colleagues, and we encourage readers to use the process described below and the **group study protocol** at the end of the case study to facilitate group discussion and analysis of the study.

### How to Learn From a Case<sup>1</sup>

The use of the case method calls for individual preparation as well as group discussion. Although no single method of preparing works for everyone, here are some general guidelines to help you prepare to use a case study:

1. Read through the case study quickly, noting the introductory paragraphs and concluding paragraphs, the internal sections and subheadings, the exhibits at the end of the case, and the self-study questions. Ask yourself, “What is this case about and what kinds of information am I being asked to analyze?”
2. Read through the case (including the exhibits) again, slowly and carefully, noting key facts, questions, disconnects, etc. Ask yourself, “What do I see happening in this district?” Be sure to note evidence from the text.
3. Read through the case again and put yourself in the role of the district administrator, principal, and teacher. Ask yourself, “Would I make the same decisions? What would I do differently?” Note your observations.
4. Develop recommendations for the district based on your analysis of the issue and supported by evidence from the case. Ask yourself, “If I worked in this district, what would I change? What would I keep? What would my next steps be?”
5. Discuss your findings with others. Listen for other perspectives.

<sup>1</sup> Adapted from Hammond, John S. (1976) *Learning by the Case Method*. Boston, MA: President and Fellows of Harvard College.

Call it whatever you want. But the end result is equal education for all students at a high level. So they can make their own choices. I don't know why that is so scary for people. Well, I do. Because how do you do it?  
— Principal Barnum

On a November 2007 in-service day, Northridge High School teachers are meeting in the library. This morning's session will continue their process of creating a common vision for Northridge, which began two years earlier when the district set the goal of graduating all students college, career, and citizenship ready. The conversation has become particularly important since the district adopted new graduation requirements that align with university entry requirements.

A potluck breakfast occupies the far side of the room while teachers spread out across the various tables and computer desks. Some stand at the back of the room or lean forward onto bookcases. The crowd razzes a young teacher about donating his long hair to Locks of Love, as he moves to the front of the room to collect a door prize handed out by the principal, Claudia Barnum. Everyone settles as Barnum calls their attention to the screen at the front of the room.

"This morning, I want to guide you in developing the profile of a Northridge graduate. What are the skills and attributes we want each student to have when they graduate?"

Barnum plans to ultimately connect the vision of a successful graduate to teachers' work on developing a pyramid of interventions.<sup>2</sup> She wants to keep the focus on how they respond as a school when students do not learn.

"To get us started, here are some sentences that I've prepared based on our district mission.

- Northridge graduates are college-eligible and prepared.
- Northridge graduates understand that they have career options and know how to pursue them.
- Northridge graduates are ready to assume their responsibilities as citizens on all levels (local, state, national, and global).
- Northridge graduates are able to produce and present a high quality project that culminates and highlights the skills they have learned during their time at Northridge.

"I'd like you to spend time in small groups articulating the skills and attributes needed for students to achieve each of the above. Consider the following questions to guide your work: *What is it we want all students to learn? How will we know when students have acquired the essential knowledge and skills? What happens in our school when a student does not learn? How can we ensure that each class offered at Northridge is rigorous? You are going to have a choice so decide where you want to put your energy today.*"

Before anyone can move, a teacher calls out, "What is the application of this stuff once we do it?"

<sup>2</sup> This term comes from the book *Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn* by Richard DuFour, Rebecca DuFour, Robert Eaker, and Gayle Karhanek (published by Solution Tree, 2004). Northridge High School teachers read and discussed it as part of their professional development.

Barnum replies, “The answers will create the profile of a graduate, which will contribute to our vision conversation.”

Another teacher, Sam, questions, “Do we have leeway in terms of how we define college-ready—as two-year or four-year?” This sparks a quick flurry of comments from other teachers in the crowd.

Roger: The new superintendent glossed over “college eligible” and said, “future learning.” I think college eligible is emotionally charged and I was wondering if we could change it to “future learning.”

Barnum: Superintendent Corson has said that he is not backing off the goal of having all graduates be eligible for a four-year college. The language he plans to use is “post-secondary.”

Alisa: When we write an Individualized Education Program for students in special education, post-secondary learning includes work force, education, and technical school—and that’s directly guided by the state. I like the term “future learning” as well because “post-secondary” is pretty broad.

Barnum: One of the things I never want us to forget is that the high school skills needed for college are the same as those required for all post-secondary learning.

Sam: So do we make the assumption that if they get a diploma from Northridge that students are college eligible?

Barnum: That’s what I’m trying to get at.

Rick: Why not call it university eligible, that’s what we’re talking about, right?

Barnum: I think we’re trying to get all graduates to be on equal footing. It is not our job to sort and select. Our business is to put them out the door on the same footing as everyone else, so that they really can do whatever they want to do.

Barnum redirects the conversation back to the task at hand, “So have you made your choices?” People begin forming groups and moving around the room. One small group talks:

Math teacher: I was really concerned when Ms. Barnum said that all students will graduate on equal footing. Does that mean that everyone is going to be lumped together?

English teacher: No. That’s where we could give everyone a test to see about college-ready. Effort doesn’t necessarily equal the outcomes or the skills.

Math teacher: I know what you mean—we can get everyone through algebra, but are they ready for college? Does eligible mean remedial or not remedial?

English teacher: The ones that do well have the parent support and trust in the system. So when we start talking about working on the skills, kids say “Why do we need this?” I just don’t know how you foster the trust to want to do it.

Science teacher: There’s a socio-cultural buy-in and we can only do so much at the high school.

Physical education teacher: Lots of kids just aren’t geared that way. Their whole priority and focus in life is completely left field, completely out there compared to what we’re talking about. I think it’s those kids who are going to get hit hard by the new requirements.

English teacher: It may be a dangerous message about college.

Without every teacher’s commitment to and belief in the “all kids college-ready” goal, Barnum may have a difficult time supporting teachers in reaching it. This is a case about teachers’ reactions to a district policy change and a principal’s challenge to implement it. While the reaction from the other high schools in the district was not as extreme, the case of Northridge High School provides one way to understand a principal’s work supporting teachers in adapting their beliefs, changing their practice, and promoting



professional development and instruction that is implicated by the new policy. The following sections provide a brief history of the change and some tensions inherent to the change at the district and school levels.

## Setting the Bar

Northridge is one of three comprehensive high schools in the Forest Hills School District (see Exhibit A for school and district demographic data). About three-quarters of the district's 10,500 students are Caucasian (this number rises to about 80 percent in the high schools) and a third of them qualify for free or reduced-price meals (20 percent in the high schools). The local economy has been traditionally based on agriculture, fishing, and timber; recent decades saw more jobs in manufacturing and hospitality. The community is also home to a mid-sized state university. Although the community generally perceived Forest Hills as a good district with many successful students, district leaders committed to creating a system that prepares *all* students for high levels of achievement.

Adopting the new graduation requirements was a milestone event. Forest Hills was the first district in the state to take this step and it felt to many like a significant commitment. But, the decision resulted from years of discussion. In 2005, the Forest Hills School District adopted the goal of graduating all students “college-, career-, and citizenship-ready” as part of their five-year strategic plan. College readiness is generally defined as the level of preparation graduates need to be aware of, enroll, and succeed in postsecondary institutions, as well as the courses they need in order to be eligible for admission to four-year colleges.

District administrators realized there was a gap between the Forest Hills high school graduation requirements and the state's four-year college entrance requirements when they set the college-ready goal but wanted to build a support base before making any changes. They formed a task force to review the existing level of preparation and expectation the district had for its graduates and to make recommendations for the future. The group included community members, administrators, and teachers. Five of the 25 members were from Northridge High School, including Claudia Barnum. Despite the effort to create an inclusive decision-making process, Northridge teachers say the district task forces are made up of “yea-sayers” who are “guided toward getting the decision that's already been made.”

The task force reviewed the district strategic plan, existing district graduation requirements, data regarding graduation rates, college readiness and college/university entrance requirements. According to the task force chair, the group's decision to recommend a half credit more English was easy because the change was relatively small; many students already take four years of English. Asking students to take an additional math credit and to complete Algebra II presented a bigger struggle for the group because people worried that students would be unable to meet the expectations. Once they got over that hurdle, the task force members decided to “go all the way” toward aligning graduation requirements with college entry requirements and recommended that

### State Graduation Requirements

- Earn high school credit (minimum number of credits set by each school district)
- Complete a *High School and Beyond* plan
- Complete a culminating project
- Pass state tests showing achievement in basic skills OR complete state-approved alternatives to those tests

In July 2008, one year after Forest Hills adopted their new graduation requirements, the state board of education approved the “Core 24 Policy Framework,” which calls for a similar alignment statewide. The policy's implementation is contingent on funding, which is expected to be considered in the 2009 legislative session.

students take two years of world language. A group of teachers at Northridge had a strong, negative reaction to the recommended requirements and led the staff in staging a last minute challenge at the school board meeting—though the measure still passed unanimously. In June 2007, the school board accepted the task force’s recommendations—changes that would be phased in over the following seven years to give the district time to figure out funding to implement the new requirements (see Exhibit B).

A sense of urgency surrounded the timing of the decision to adopt the new graduation requirements because it occurred as the superintendent was retiring from a sixteen-year tenure. While there was strong support for the new policy in the district office, the impending arrival of a new superintendent and an angered teaching staff created a turbulent environment at Northridge. The new superintendent, Dr. Jeffrey Corson, came from a district that had already implemented similar requirements. His opening address to teachers was met with standing ovations as he talked about teaching the whole child, emphasizing elective course offerings, and recognizing that future learning looks different for each child. One district leader commented, “it was exactly what the wrong people wanted to hear,” and some Northridge teachers perceived that the district was heading down a new path, away from the college-ready mission.

## **Changing District Culture**

The key piece is do you want change? —Superintendent Corson

While the goal of graduating all students ready for college, career, and citizenship is not changing, the district’s culture is. With Corson’s arrival, the Forest Hills School District began to shift from a centralized, top-down leadership model with closely aligned schools to a distributed leadership model where schools are encouraged to choose their own programmatic pathways. Principals are still held to the singular district college-ready goal, but the means by which they achieve the goal is negotiable. Even so, Corson says building principals must share common language, expectations, and assessments. He envisions a K-12 articulated model where teachers and principals talk together and know who their students are. Corson’s focus on vertical articulation is intended to move people toward looking at the district as a system where “one size doesn’t fit all”— a system that provides access for kids in ways that keep their interest, keep them in school, and get them ready for careers as well as college.

Corson says, “People have asked how to make change and we’re setting up a system for that.” At the district’s mid-year retreat, he asked principals:

If you had the ability to change something in your building to benefit children, what would it be? Look at it from two standpoints: what would it take to make that change? How would you go about making it without additional resources?

Being able to consider such decentralized decision making is a radical shift for Forest Hills principals. Their reactions ranged from fear of divisiveness and jealousy between schools to an appreciation for the opportunity to think creatively and independently. Principals and district administrators recognize Corson’s style as a “huge philosophical shift from a system that has had a similar playing field approach to a system that has more specialized programs.”

Principals worry that after years of standardizing their offerings, the community will perceive the “educational options” as disorganized and inequitable. For example, if one school offers a rigorous International Baccalaureate program, it may raise questions about student access and create competition between schools for the “top kids.” The first mention of such a plan made principals feel pressure to adopt something new in their buildings. A district leader questions how this operational shift fits into the “philosophical base that we want access for all students to the best programs.” A high school principal describes the plan as “a free market solution to a problem that cannot be addressed that way,” which will move people to adopt programs rather than look at teaching practice.

## Operationalizing the New Graduation Requirements

The controversies with the new graduation requirements and the changing district context illuminate several technical and adaptive challenges.<sup>3</sup> Most people believe that when you talk about adding new classes, adding more advanced classes, and supporting struggling students, the district needs to come up with a different resource allocation design. The following sections suggest that the district needs more flexible scheduling options and a system for equivalency crediting. Students will need to begin fulfilling math, language, history, and technology requirements in middle school, which will require the district to develop better technology to track them. And teachers need better systems to support struggling students—teachers say they currently pass along disorganized paperwork in an effort to document what interventions they have tried. The district has launched some technical solutions to address these technical challenges, such as creating task forces and developing new technology. The adaptive challenges—addressing people’s beliefs and instructional practice—are more difficult to tackle.

District administrators recognize that teachers are concerned about achieving the all-kids-college-ready goal. One said, “some very well-intended, dedicated, and talented teachers...are genuinely concerned that the dropout rate will increase that much more by setting higher expectations.” Students also express this fear, predicting that the percentage of college-bound graduates will rise simply because anyone struggling to pass or not interested in going to college will drop out.

Many Northridge teachers say that the new requirements are “excessive,” that the goal is “unachievable,” and that it is not “realistic to ask all kids to be college-ready.” Some teachers say they do not understand why the district even set the goal when they perceive that so many of their students already go on to college. Others feel that “it’s the wrong message” because there are not enough jobs for college graduates and many important jobs require other kinds of degrees. Says a math teacher, “there’s a certain elitism here where we say ‘the guy who fixes my car or fixes my plumbing is not [well-rounded]—he’d feel so much better if he spoke French.’” One Northridge administrator estimates that 40 to 50 percent of that school’s teachers are not “on board” with the new graduation requirements. The following sections explain the most controversial points of the new requirements.

<sup>3</sup> Authors Ronald A. Heifetz and Martin Linsky talk about technical challenges (those answerable by authoritative expertise) and adaptive challenges (those which confront people’s deeply held beliefs, present a shift in values, and often expose legitimate yet competing perspectives) in their book *Leadership on the Line* (published by Harvard Business School Press, 2002).

**Math**

So this would sort of prepare us [for college]. Because in high school you're only required two years, so you only take freshman and sophomore year math and then there's a two-year gap where then for college you have to take all this math again. It would be hard to be reintroduced to it, so it sort of keeps you...still progressing on and on. —Northridge High School student

According to the new graduation requirements students will take four years of math, through Algebra II. The goal is for students to begin accumulating these credits in middle school—about 75 percent of eighth graders already take Algebra I. Algebra II defines the finish line because it is seen as a gatekeeper course that predicts college and career success. Students will also be encouraged to continue math through their senior year in an attempt to reduce the number of graduates who need remedial classes in college, currently about 45 percent.

The district has focused on math this year to begin preparing for the new requirement. Realizing that the requirement is not simply a secondary school issue, the district is redefining elementary math to be more constructivist and is emphasizing vertical alignment between schools. Math teachers are meeting to align their curricula across schools and across grades, so that Algebra I is the same wherever and whenever a student takes it. High school principals met with elementary and middle school principals whose students feed into their school, in order to observe math classes across the buildings. It was the first time one elementary principal had been in a high school classroom since he graduated. The observations purposely began at the high school so principals could see the final goal for students. Barnum reported that the whole feel of the experience was different from that of previous years; it had a heightened sense of urgency because of the pressure to meet the new graduation requirements.

The district's first step to shift math at the high schools was to eliminate pre-algebra. This left Algebra I as the lowest math class available. The second step in the high schools was to encourage all students to continue taking math through Algebra II. Barnum says this has been difficult for teachers:

We have a lot of juniors taking Algebra II that normally wouldn't and they are really struggling, like we knew they would. And our teachers are forgetting that we made this intentional decision. They are going, "These kids don't belong in this Algebra II class. They don't get it. They are done with math. Why are they here?"

For students who may need a slower pace, the district is planning to offer an Algebra I-A and I-B sequence to be taken over two years. Students would not get Algebra I credit until completing both courses. However, questions remain for high school teachers and principals about whether incoming students will be prepared to jump into high school geometry classes and what to do about students who are struggling to keep up. Parents voice concern about heterogeneous classes not being challenging enough for high achievers and district personnel know those students will need higher level math classes in their junior and senior years. Superintendent Corson imagines the need for a more comprehensive view of math in the future:

Maybe we get to the point where Algebra I is [a given] in the eighth grade, but they are taking it in seventh or sixth. ... We're going to need some co-curricular programs...just doing [math] isn't enough. What's the application of that? Do we have a robotics team? ... Is it available to every kid? Do we have a lot of these fun things that go with academia, to keep kids interested and motivated?

District and building administrators estimate that they are about three years away from being able to launch all kids successfully into an accelerated math plan. In the meantime, some teachers worry about closing the achievement gap that already exists, focusing on what interventions need to happen before a student enters Algebra II. Others, says Barnum, are “holding a lot of anger” about the new math requirements. They believe it is a crisis for some students, such as those in special education, and say the district “has doomed them to becoming dropouts.”

### **World Language**

I don't disagree with the English, and I don't disagree with the math, but the foreign language—I just look at some of our kids who struggle already in their first language, let alone the ELL (English Language Learner) kids coming in. —Social Studies teacher

The idea that students will take two years of a world language grew out of the Forest Hills School District's strategic plan, which talks about preparing students to be global citizens. As with math, this requirement calls for a system-wide approach. As one district administrator says, “Everybody pretty much knows that the research says if you don't know a language before age 12, you're beyond the age of resonance...so why would we wait until you're a freshman in high school to take a language class?” Last year, a task force took stock of the district's current offerings, visited other districts, and surveyed parents. Their work will continue next year to craft a comprehensive K-12 world language plan. The former superintendent admits, “We all recognized that we did not have the plan for how we would implement the foreign language requirement.”

District and school administrators are exploring different options for offering language in elementary and middle school, including an elementary International Baccalaureate program, which has a language component, and a pilot elementary language immersion program. In addition to starting students earlier, administrators are considering how to define the language requirement. For example, could English language learners receive credit for fluency in their first language? If the requirement is about competency rather than seat time, will students still get the benefit of college eligibility? Will American Sign Language count?

More than any other, the language requirement evokes concern. School and district administrators agree that the district is not ready to implement it, even though 60 percent of high school students already elect to take a language. The group most reluctant to change the requirements was reportedly the world language department chairs. Principals say it is because language teachers are not prepared to teach a wide array of students. One high school principal predicts it will be a “huge cultural shift” for language teachers, who typically teach the most motivated kids with the fewest classroom management issues. “They are the purest type of teacher who...are attracted by the idea of teaching a

language rather than teaching kids.” Special education teachers are concerned that their students are not ready to join world language classes. “For some of my really low-skill kids, English is a foreign language. They can’t spell it, they can’t write it. So for them to be required to take a foreign language is...demoralizing.”<sup>4</sup>

School personnel are looking for assurances that there will be funding for additional language teachers. The new deputy superintendent calculates that implementing world language K-12 would take approximately 12 more full-time teachers over the next three years, costing \$812,000. Currently, only one middle school is thinking about offering Spanish for high school credit in the 2008-2009 school year.<sup>5</sup> High school principals are concerned that the rigor and content be commensurate with their classes, so that students can make a smooth transition to Spanish II. Barnum considers how her French and German teachers will worry about their programs suffering if students are tracked into Spanish, and almost everyone brings up a concern for the survival of electives. In order to take Spanish for high school credit, middle school students would have to waive band, orchestra, or physical education (PE). Some say adding one language per grade in the middle school without disrupting other course offerings will be almost impossible. The same concern exists for electives at the high school.

**Electives**

You can’t say we’re going to have more math classes, more foreign language, more science, more English, and the same number of electives that we have. You only get so many FTEs (full time equivalent) per building. ... [Electives are] vital to engaging a large population, to keep those kids here and wanting to be part of here. —English teacher

Without doubt, teachers’ biggest trepidation with the new graduation requirements is the perceived death knell for elective courses. However, Northridge counselors say they find ample space for electives when registering students. The deputy superintendent created four scheduling scenarios to demonstrate the number of free periods when students completed the bare minimum of new requirements and when they did the “full meal deal,” which included additional elective programs (see Exhibit C). Teachers say it looks better on paper than in reality. For example, when core and elective classes are only offered during the same period, says an English teacher, “math will trump any elective class.”

Elective teachers contend that the art and music programs already suffer because of the new graduation requirements—one of the art instructors teaches two periods of English despite the potential enrollment for her to be full-time art, and there are two sections of culminating project per semester, which counted as an elective class for 70 students this year. As requirements such as world language and technology are pushed into the middle schools, fewer students will be in the feeder programs for band, orchestra, and choir. Says a music teacher, “If kids don’t take as many of them, we are going to lose FTE [in music].”

One student heading off to college on a music scholarship says it was only possible to take band all four years because she waived one PE credit and took health online. She also says she was “stunned” when she saw that college applications “really downplayed academic stuff. It was all, ‘What have you volunteered for, what have you done outside

<sup>4</sup> The state does not allow a different diploma for special education students, but an Individualized Education Program (IEP) permits some differentiation.

<sup>5</sup> Middle school Spanish is currently an elective class that does not meet every day; therefore it does not fulfill seat-time requirements for high school credit.

of school?” Teachers believe that it is getting harder for students to be well-rounded because they cannot pursue multiple interests simultaneously, like orchestra, world language, and Advanced Placement (AP) courses. Teachers say the number of kids trying to waive elective classes is increasing and that the new requirements force them “to show their skills in a paper and pencil environment” where they may not excel or find their passion.

Northridge counselors say that while teachers think students do not have room in their schedule for electives, the real issue is that students do not want to take their courses. Another high school’s principal agrees that “people try to hang this on the new graduation requirements, but we see kids moving away from the (career and technical education programs) because they’re not compelling or engaging enough.” One estimate shows approximately 75 Northridge students enrolled as a teaching assistant or a tutor instead of in an elective course.

The district is working to strengthen the rigor and relevance of its Career and Technical Education (CTE) courses and would like to offer more equivalency crediting with core subject areas. For example, Northridge offers a video design class where students can earn math or occupational education credits. But this equivalency crediting is not yet widespread, and federal legislation requires teachers to be “highly qualified” in each content area. Even so, Barnum is excited about the opportunity to “allow relevance and connection to finally come to high schools, so students can meld academics and practice.” The district’s director of CTE sees equivalency crediting as a way to allay the community’s concern that the new requirements are biased toward university-bound students, to the detriment of the technical fields:

It’s [about] the student who doesn’t pass the state test and has to go on and take more math. I think CTE can teach a class that is applied and more meaningful for that kid. ... I want to make sure we have enough opportunities to support all of our kids in our mission.

Superintendent Corson talks about extending CTE to elementary and middle schools and articulating high school classes with higher education, creating a K-20 continuum that would phase in developmentally appropriate programming at every level and prepare students for post-secondary career and school options. But the concern remains that students will be too busy satisfying other requirements to fit CTE or other elective classes into their schedules.

### ***Scheduling***

The tension that comes with redefining which classes students should be required to take suggests some limitations in the current school structure. Conversations at the school and district levels have raised several possible solutions, though they are relatively pragmatic: create a schedule with more periods in a day so students can take more classes, redesign summer school to be more than credit retrieval and remediation, enable students to take classes online, and allow students to take classes in other buildings. This last option would require a common district-wide schedule, something the district had recently moved away from.

Currently, each of the three comprehensive high schools operates a different version of a block or modified block schedule. District administrators express concern that the current high school structure is “limiting choices that kids can make... The goal [is] to provide the most flexibility and choice for kids,” which they define as providing high school and middle school students the freedom to take classes at high schools district-wide, and eventually county-wide. This is one way to address the fact that the alternative high school is not staffed to offer everything students need to graduate. Some believe such flexibility would benefit CTE and other high school electives, as well as core subjects like math where middle school students may outpace their peers. A task force will recommend a new schedule for the 2009-2010 school year.

**A False Dichotomy**

As people grapple with the relative value of math, world language, and elective courses, one social studies teacher says the real problem lies with people’s unwillingness to reexamine the traditional approach to school:

What’s been happening is people [are] being pitted against each other, academics versus the arts; it’s either-or. And what stays sacred and untouched is the institution of school, where we don’t look at how to change things. ... I think everyone here wants very well-rounded people. And I think arts, music, sports, all that, are incredibly important. But why, all of a sudden, do people have to start choosing? ... The issue isn’t do you want kids to learn this or not. It’s really so much more.

She goes on to say that as more and more policies are “piled on,” the schools are “squeezed,” trying to meet new demands while tacitly maintaining the same culture and structure. Northridge High School’s principal feels the squeeze, experiencing an unexpected struggle to change teachers’ expectations for themselves and for their students.

<b>Northridge Achievement Data</b>		
<b>SAT (2006)</b>	<b>Writing</b>	<b>Math</b>
Northridge	577	603
State	508	530
National	492	514
<b>State Test ('07)</b>	<b>Reading</b>	<b>Math</b>
School total	90.7%	82.5%
School low-SES	57%	47%
State	80.8%	50.4%
<b>On-time Graduation Rates (2007)</b>		
Overall	77%	
Low-income	55%	

**Promoting Success for All Students**

No one has ever really been able to answer the question: Are these kids at Northridge High School smart because of the teachers or because they came here smart? —Principal Barnum

Northridge High School sits down the hill from a university and serves many of the district’s wealthy students. But, the number of low-income students is growing (almost 20 percent in 2007) as their families take over what were once college apartments. By most traditional measures—state test scores, AP, and SAT scores—the district outperforms state and national averages and Northridge tops the district’s charts.<sup>6</sup> Yet it was the only high school in the district to fail to achieve AYP in 2007, due to low participation of students in poverty.<sup>7</sup> Barnum figured out that many of those absent were homeless or minority students. The following year, she found several of them wandering around campus during testing week, too defeatist to even give the test a try.<sup>8</sup>

<sup>6</sup> The data included here reflect the latest available when this case was researched.

<sup>7</sup> Adequate Yearly Progress (AYP) is a measure outlined in No Child Left Behind, the federal Elementary and Secondary Act of 2000, which disaggregates student achievement by race and socioeconomic status.

<sup>8</sup> Barnum credits the ensuing focus on struggling students for narrowing the gap in 2008 state test scores, where 87 percent of low-income students passed the reading section and 64 percent passed the math section.



Barnum is Northridge's fourth principal in the past decade and the first to bring a focus on struggling students. Unlike some of her predecessors, Barnum believes in and supports the district goals. Some teachers say this makes her "the messenger that everyone wants to shoot all the time." Barnum arrived at Northridge in 2005, which coincided with the district's launch of the new strategic plan. As part of the college-ready conversation, Barnum helped teachers look at the school's data. She recalls, "We didn't judge it, we just kind of looked at it." She says teachers realized that they weren't "taking very good care" of high poverty and minority students. After that, groups of teachers visited schools around the country to become aware of other practices and began to discuss new approaches, such as ninth-grade teams and advisories.

The following year, 2006-2007, the district office created a toolkit to support school principals in planning community engagement work with their staff and beyond. Barnum led her staff in reflecting on videos of student focus groups that the district had produced. She believes this was a turning point, when "things began to get a little rough, because...our teachers [were not ready] to hear what our kids had to say." Students talked about the importance of teacher-student relationships and asked teachers to raise their expectations and support for all students.

I don't think there is a single kid in all of Northridge High School who couldn't learn the material in an AP course. They are all capable of learning it. They might need a little extra time...repetition on some of the topics, but you shouldn't lose information just because you're not in an Advanced Placement class. —Northridge student

I feel like they should take out some of the busywork that we do and focus on real work. —Northridge student

These two quotes are indicative of what other students and Barnum have said—that teachers (and students) perpetuate a social separation, and it is based on socioeconomic status. Another principal in the district agrees that the town of Forest Hills can be quite elitist: "We're in a lot of denial about gangs, drugs, and the economic divide. And we have a lot of preconceived notions about who should go (to college) and who should not." She wishes "teachers understood they are accountable for student learning and for progress over time."

Barnum has felt little resistance from parents to the new graduation requirements, though the community has voiced varying opinions. Some community members think the new requirements will motivate students to rise to higher expectations, while others believe they impose a set of values that emphasize four-year universities over technical and community colleges. These perspectives come up in letters to the local newspaper as well as in emails to the district. Says the communications director:

Forest Hills was historically a logging town, a fishing town—lots of labor unions in the community. [There is] high value on vocational education. ... One of the messages that we've been consistently communicating is that the district's graduation requirements give students the opportunity to choose any type of college, including vocational training. We've been asking our community to consider the level of math, world language, problem-solving and other skills that you need to get into an automotive program, work as a plumber, or pursue any other career in today's world.

Barnum says the level of teacher objections to the graduation requirements is higher. Questioning whether or not all students can and should be prepared for college relates to the question of who is responsible for student learning. Barnum is surprised by some teachers' resistance to looking at the disparity in student achievement and how it is impacted by classroom practice. She says it is difficult to formally engage teachers in the question, "For what should teachers be held accountable?" (which she unequivocally answers "student achievement") when the union contract delineates other responsibilities instead, such as teachers arriving on time and planning/delivering lessons.

Both the word "college" and what the district means by preparing all kids for it prove problematic for people who object to the new requirements. The message that district and school leaders repeat like a mantra is that staff is not going to choose who is prepared and who is not. A student should decide what his or her future holds and schools should prepare them to the maximum eligibility, so that they are ready for whatever decision they make. But many Northridge teachers worry that raising the bar will persuade more students to drop out or seek a GED. On the other hand, if the school puts so much emphasis on supporting struggling students to reach a higher bar, some people worry that the emphasis on college will mean more remedial classes and, as a result, less rigor for students who meet or surpass the basic requirements.

### ***What Is Rigor?***

There is no one definition of "rigor" at Northridge or in the district. The goal of preparing all students to graduate on equal footing may be a good start. But some perceive that the new graduation requirements define rigor by placing students into more advanced courses. A special education teacher questions how staff can "turn those kids on" who have suddenly been put in eighth-grade algebra, "a couple of grades above where...they're really comfortable operating."

Teachers also take issue with an element of the district's strategic plan that says all students will take at least one "rigorous" class. While teachers are offended by the implication that all classes are not rigorous, the default definition for rigor has become honors and AP. Ten years ago, Northridge offered few AP or honors courses. Today, there are more AP English classes for juniors than there are standard classes. The case is similar at another of the district's high schools, where there are 18 AP classes today when there was only one a decade ago.

Right now, any Northridge student can take an AP class, but some teachers want to create "gatekeepers," especially since the new graduation requirements force more students into higher levels of English, math, and world language. Teachers grumble that students are not prepared with the requisite skills. When Barnum asks teachers why that is, the common refrain is that those students did not take honors classes the year before. She bristles at the notion that honors kids may be getting a different education than non-honors kids.

Barnum believes that there are still teachers in her school who don't believe that all students can or should walk out on equal footing. They contend that striving for that goal is a disservice to the high-achieving students because "in their mind equal footing means somehow lowering the standards." She has found it difficult to redefine the challenge as supporting all students to reach the high standard. "My first year...[I thought] if I just kept saying it loudly enough and over and over enough that they would just go, 'Okay, fine.' But it's not going to happen." Now she relies on other teachers to spread the message. "As more and more teachers see what success is working with a few kids, we try and highlight [their work]."

A Northridge assistant principal agrees that implementing more rigorous graduation requirements and classes will not narrow the achievement gap "if we don't change the way we do business here." In other words, teachers must adapt their teaching practice to support all students in meeting the college-ready goal. The former superintendent says, "We don't have nearly enough engaging support programs for kids who are not making great progress...and they are not real well-funded." A Northridge teacher adds, "The rest of [the students] are going to make it no matter who [teaches them]. People don't like to admit that."

### ***Addressing Classroom Practice***

Northridge teachers are widely recognized within the district as a talented and hard-working group. Many of them say that the challenge of preparing all students for college is more an issue of resources than instructional capacity. Northridge teachers are also recognized by some of their fellow staff members and administrators as resistant to change. Some teachers credit the reputation to a general culture among high school teachers of being "autonomous, sometimes ego-centered creatures." According to one district administrator, the teachers at Northridge "want to do whatever [they] want and...don't want to do any district initiatives." Meanwhile, Barnum tries to keep her eye on the district goal of graduating all students college-ready:

These teachers believe that they are really, really good. I like that in a teacher. You have to have that confidence...[because] you have to go in there and believe that you are "it." But, that being said, if you're really "it," you have to be in a constant state of reflection and self-improvement. ... That's the piece that is sometimes missing here. ... If [the students] all came out on equal footing, I wouldn't say a word—that would be great! But they don't...so that's when it gets down to pedagogy.

To support teachers in changing instruction, the district has a board policy for professional development that incorporates three parts: small group work, large group work, and one-on-one coaching. According to district documents, "The goal of one-to-one professional development is intensive, ongoing, in-depth support for the implementation of powerful teaching and learning strategies to improve student learning." The coaching began in the elementary schools and then expanded to middle school teachers. "Teachers on special assignment" working out of the district office trained school-based coaches in each site.

The high schools were the last to receive coaching and 2007-2008 was the first year all teachers were required to participate (those with five or more years teaching experience were able to opt out previously). Teachers are required to have at least eight sessions (consisting of observation and feedback) with their coach. This number was reduced from 16 sessions the previous year since the union argued that the expectation was too onerous. Each high school is allocated teacher release time for coaches, which at Northridge covers five teachers coaching for varying amounts of their day. Teachers choose who they want as a coach and identify their own learning goals.

While there are no formal or measurable outcomes for the district's coaching model, Northridge teachers identified "struggling students" as their focus. Coaches felt teachers were "teaching harder instead of differently" because they did not know what else to do. Teachers are not asked to identify goals specifically related to graduating all students college-ready, but one coach says that the district goal provides a context for teachers to improve their teaching practice—rather than simply trying to teach better, the college-ready goal provides a tangible target for student learning. The success of one-on-one coaching has been mixed in terms of participation—with over half of teachers "happily eating it up," and the others either "complying," "faking it," or "complaining really loudly." Despite this lack of complete buy-in, Barnum sees change on the horizon as more teachers assume responsibility for student achievement. She says:

I think we've made some good strides. And I think part of that is just raising the awareness of who is in our building. ... We have to raise a sense of urgency that there really are kids at the school being left behind. That was news to a lot of teachers. But I think we're there. I think that work is done. They understand that. And now comes the part of how do we get every teacher to own that problem, and I think that that's where we are right now.

A Northridge assistant principal describes one of Barnum's strengths as figuring out "how to do school differently" but also sees teachers calculating what those changes will mean for them: "I'm going to have to change; I'm going to have to work harder; it might mean I've got different students." Barnum is credited with making enormous progress in the number of teachers collaborating and opening up their practice. She did this in part by identifying coaches who are well-respected by their peers and by highlighting teachers' successes in the classroom. Northridge's school-based professional development plan includes spending time in professional learning communities, creating the school vision, building a pyramid of interventions, and allowing time for teachers to share successful practices.

One coach says that linking the school's focus on struggling students to the district mission to graduate all students college-ready creates "a mandate to us as professionals to become more cognizant of all students. ... The graduation requirements...dovetailed into having more purpose to what we do, rather than just doing it. There is a cohesive connection...that holds this stuff together." Barnum also sees that the focus on struggling students has brought some teachers to a point where they are ready to ask for help:

They're getting really frustrated, which is good. ... But now, it's like, "I don't know how to teach these kids." And they're almost to that point. "These last few kids I have, I honestly don't know how to do this any better." And as soon as they get to that point, then they are going to take the one-on-one coaching, and it's going to come.

Other principals agree that high schools are only just beginning to gain momentum with coaching and four or five more years of universal participation would be ideal. However, the grant that helps pay for coaches runs out next year and it remains uncertain if the district can or will maintain this coaching model at the high schools.

## **Moving from Policy to Practice**

Half the time has elapsed on the district's strategic plan, and a new superintendent now leads the way. Stakeholders seek reassurance that the message will remain the same, and anxiety about accomplishing the goal continues. Corson leads with a philosophy of bringing multiple voices to the table and encouraging a system-wide perspective on how to move forward. The voices at Northridge are raising questions about core values, beliefs about students, definitions of rigor, and the scope of teacher accountability.

Adapting classroom practice is only one area of concern piqued by the new graduation requirements. Teachers' varying beliefs about the college-ready goal and the possible negative effects of the new graduation requirements are also disquieting.

The district has entered the rocky process of moving teachers from asking, "Can we do it?" to "How will we do it?". Corson says that to answer this question Forest Hills needs to have a plan, a vision, systems, and collaborative mechanisms in place. "We have a plan. We have a vision. We don't have systems, and we don't have collaboration in place."

Barnum notes a potential tension when she says that exploring the *how* is "a real opportunity to answer who we are [at Northridge High school]...but as a district...we might all answer differently." As for Northridge, will defining their school's vision for graduates move them closer to the district's target of college readiness for each student or will it deepen teachers' desire to change the target? Without teachers' full commitment and belief in the district goal, can exploring the *how* present the opportunity that Barnum hopes?

## **Self-Study Questions**

Questions to consider about implementing a college-ready mandate:

1. How do people in the case define “college-ready”? How do you define it?
2. Given what you know about the district and the school profiled in this case study, do you think the goal of graduating all students college-ready (including the new graduation requirements) is appropriate and achievable for them? Why or why not?
3. In what ways is the district prepared to graduate all students college-ready? Consider system alignment, professional development, distribution of programs and resources, attitudes about change, and beliefs about student ability.
4. In what ways is the high school prepared to graduate all students college-ready? Consider system alignment, professional development, distribution of programs and resources, attitudes about change, and beliefs about student ability.
5. How has the change in district leadership affected the school’s work to implement the new graduation requirements and achieve the college-ready goal?
6. What kind of leadership actions are needed at the district and high school levels to move the work forward?
7. What specific lessons and insights did you gain from this case study and how might they apply to your own work to prepare students for life after high school?

## Group Study Protocol

To assist in examining and drawing conclusions from this case, we provide here a protocol that can be used to help you and your colleagues sharpen your observation and analytical skills, hone your problem-solving abilities, and apply your insights to your own situation.

**Facilitation:** This protocol can be used with groups of different sizes. Adjust whole group and small group participation to fit the size of the group. The protocol can take from one to three hours, and is here presented in the one-hour format. If more time is available, we suggest spending more time on the Analysis section first, and then on the Applying Insights section.

Participants are seated in one group at a large table to begin.

**Roles:** Whole group facilitator, recorder

### Process:

#### 1. Introductions/Setting Norms (5 minutes)

Participants introduce themselves and their role in the school system.

Facilitator discusses norms for the group/groups:

- Listen for understanding
- Ensure your perspective is shared (all perspectives are important)
- Allow for disagreement (the goal is to understand different perspectives, NOT to reach consensus)
- Stay in the case (cite evidence from the case rather than from personal experience)

#### 2. Observations (10 minutes)

Participants take a minute to look at their notes in preparation for sharing what they observed in the case study.

Facilitator asks:

*What did you observe in the case study? Use direct evidence from the case (try not to draw conclusions yet, just state evidence, e.g., "I observed that the district adopted a policy creating new graduation requirements.").*

Participants share their observations with the whole group.

#### 3. Analysis (15 minutes)

Facilitator asks participants to divide into groups of three.

Facilitator asks:

*What seem to be the key issues at play in Northridge High School?*

Participant triads discuss the key issues. Each group should come up with two to three issues. Triads report their issues to the whole group. Recorder notes responses on chart paper.

**4. Support** (15 minutes)

Facilitator asks participants to imagine that they are part of a three-person consulting team invited to examine the question of implementing the new graduation requirements at Northridge High School.

Facilitator asks:

*What would you say to the Northridge principal, teaching staff, and the Forest Hills district administrators to help move their work forward?*

Ask triads to choose one audience for their recommendations (the principal, the high school staff, or the district administrators) or assign equal numbers of triads to each of the choices. In their triad groups, participants discuss and write a list of recommendations on chart paper. Triads post their recommendations. Participants examine all of the recommendations and discuss.

**5. Applying Insights** (15 minutes)

Facilitator asks participants to step out of their role-play and think about what they have read and discussed.

Facilitator asks:

*Did you read, hear, or discuss anything in this process that leads you to think differently about a college-ready mandate in your own district or school? What did you see in the recommendations that might help you?*

Participants write individual reflections in response to this question.

Participants discuss their individual reflections and debrief the process.



**EXHIBIT A - NORTHRIDGE HIGH SCHOOL AND FOREST HILLS SCHOOL DISTRICT  
DEMOGRAPHIC DATA**

<b>Student Demographics</b>	<b>Northridge High School</b>	<b>Forest Hills School District</b>
Total enrollment (October 2007)	1,100	10,500
<b>Ethnicity</b>		
American Indian/Alaskan Native	3%	2.5%
Asian or Pacific Islander	6%	6%
Black	2%	2%
Hispanic	5%	10%
White	83%	75%
<b>Special Programs</b>		
Free or reduced-price meals	19%	33%
Special education	8%	12.5%
Transitional bilingual	1.5%	5%
<b>Other Information</b>		
Dropout rate	3%	5%
Cohort graduation rate	77%	73%

<b>10th Grade Students Meeting Standard on 2007 State Standardized Test</b>		
Reading	91%	85.5%
Writing	95%	88%
Math	82.5%	65.5%
Science	70%	53%

<b>Northridge High School Teacher Information (2007-2008)</b>	
Classroom teachers	55
Average years of teacher experience	13
Teachers with at least a master's degree	69
Total number of teachers who teach core academic classes	46
Percent of teachers teaching with an emergency certificate	0
Percent of teacher teaching with a conditional certificate	0
Total number of core academic classes	202
<b>NCLB Highly Qualified Teacher Information</b>	
% of classes taught by teachers meeting NCLB highly qualified (HQ) definition	94.6
% of classes taught by teachers who do not meet NCLB HQ definition	5.5
% of classes in high poverty schools taught by teachers who meet NCLB HQ definition	N/A
% of classes in high poverty schools taught by teachers who do not meet NCLB HQ definition	N/A
% of classes in low poverty schools taught by teachers who meet NCLB HQ definition	94.6
% of classes in low poverty schools taught by teachers who do not meet NCLB HQ definition	5.5

**EXHIBIT B - FOREST HILLS SCHOOL DISTRICT GRADUATION REQUIREMENTS**

<b>Subject</b>	<b>Class of 2007-2011</b>	<b>Class of 2012</b>	<b>Class of 2013</b>	<b>Class of 2014 &amp; beyond</b>	<b>College Entry Requirements</b>
English	3.5	4.0	4.0	4.0	4.0
Mathematics	2.0	2.0	3.0*	3.0*	3.0
Science	2.0	2.0	2.0	2.0	2.0-4.0
Social Studies	3.0	3.0	3.0	3.0	3.0
World Language				2.0^	2.0
Health & Fitness	2.0	2.0	2.0	2.0	
Arts	1.0	1.0	1.0	1.0	0-.5
Occupational Ed	1.0	1.0	1.0	1.0	
Electives	8.5	8.0	7.0	5.0	
<b>Total Required</b>	<b>23</b>	<b>23</b>	<b>23</b>	<b>23</b>	

\* Students must earn three credits in mathematics through Algebra II and meet state proficiency standards.

^ Students must earn two credits in the same language.

Students may request waivers to the technology connections (Occupational Education), health, and fitness requirements (up to 1.5 PE credits) if they can demonstrate competency in another way (online classes, participation in school sports), thus enabling them to select another course to complete the total number of credits required for graduation.

**EXHIBIT C - SCHEDULING SCENARIOS**

This chart shows four different ways students can complete the new graduation requirements in four years.

Grade	Period	Schedule 1		Schedule 2		Schedule 3		Schedule 4	
		1st	2nd	1st	2nd	1st	2nd	1st	2nd
9	1	English	English	English	English	English	English	English	English
	2	Algebra	Algebra	Geometry	Geometry	Geometry	Algebra II	Algebra 1b	Algebra 1b
	3	Science	Science	Science	Science	Science	Science	Science	Science
	4	PE	PE	Social Studies	PE	Social Studies	PE	Social Studies	Social Studies
	5	Social Studies		World Lang.	World Lang.	World Lang.	World Lang.	PE	PE
	6			Arts or OcEd	Arts or OcEd	Arts or OcEd	Arts or OcEd		
10	1	English	English	English	English	English	English	English	English
	2	Geometry	Geometry	Algebra II	Algebra II	Algebra II	Algebra II	Geometry	Geometry
	3	Science	Science	Social Studies	Social Studies	Science	Science	Social Studies	Social Studies
	4	Social Studies	Social Studies	Science	Science	Social Studies	Social Studies	Science	Science
	5	Health	PE	World Lang.	World Lang.	World Lang.	World Lang.	PE	Health
	6			Arts or OcEd	Arts or OcEd	Arts or OcEd	Arts or OcEd		
11	1	English	English	English	English	English	English	English	English
	2	Algebra II	Algebra II	Math	Math	Math	Math	Math Support	Math Support
	3	Social Studies	Social Studies	Social Studies	Social Studies	Science	Science	Social Studies	Social Studies
	4	OcEd	OcEd	Science	Science	Social Studies	Social Studies	World Lang.	World Lang.
	5	World Lang.	World Lang.	Health	PE	Health	PE	OcEd	OcEd
	6			Arts or OcEd	Arts or OcEd	Arts or OcEd	Arts or OcEd		
12	1	English	English	English	English	English	English	English	English
	2	Social Studies		Math	Math	Math	Math	Math Support	Math Support
	3	Arts	Arts	Social Studies	PE	Science	Science	World Lang.	World Lang.
	4	World Lang.	World Lang.	Arts or OcEd	Arts or OcEd	Social Studies	PE	Social Studies	
	5					Arts or OcEd	Arts or OcEd	Arts	Arts
	6								
<b>Summary</b>		4.0 English 3.0 Math 3.0 Social Studies 2.0 Science 2.0 World Language 1.5 PE 1.0 OcEd 1.0 Arts .05 Health	4.0 English 4.0 Math 3.0 Social Studies 3.0 Science 2.0 World Language 1.5 PE 1.0 OcEd 4.0 Arts or OcEd .05 Health	4.0 English 4.0 Math 3.0 Social Studies 4.0 Science 2.0 World Language 1.5 PE 1.0 OcEd 4.0 Arts or OcEd .05 Health	4.0 English 4.0 Math 3.0 Social Studies 2.0 Science 2.0 World Language 1.5 PE 1.0 OcEd 4.0 Arts or OcEd .05 Health	4.0 English 4.0 Math 3.0 Social Studies 2.0 Science 2.0 World Language 1.5 PE 1.0 OcEd 4.0 Arts or OcEd .05 Health	4.0 English 4.0 Math 3.0 Social Studies 2.0 Science 2.0 World Language 1.5 PE 1.0 OcEd 4.0 Arts or OcEd .05 Health	4.0 English 4.0 Math 3.0 Social Studies 2.0 Science 2.0 World Language 1.5 PE 1.0 OcEd 4.0 Arts or OcEd .05 Health	

Note: (1) White spaces indicate open classes that may be filled with other courses, e.g., Culminating Project or additional courses from any department.  
 (2) OcEd stands for Occupational Education.



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