

# COLUMBIANA COUNTY

## Career Center Case Study

Brookside High School (BHS) received a Silver Achievement Award from the Southern Region Education Board (SREB) in 2003 for teachers working together is what has made the most significant difference in raising student achievement.

Leadership is not just one person

### MOST SIGNIFICANT CHANGES SINCE THE CCCTC BECAME A HSTW SITE.

- Students are clustered scheduled according to career areas into academic classes.
- Cluster scheduling facilitates contextual delivery of instruction of academic concepts.
- Incorporated "I can" lists to demonstrate student competencies in the industry standards-based career path curricula.
- All students are required to take Math & Science during their 12th grade year.
- Increased the Tech Prep certification of career path programs by 300%.
- Implemented a VL Program of online academic courses to provide enhanced and remedial course opportunities for students.
- Partnered with post-secondary institutions to create seamless pathways for further educational opportunities at colleges, universities and technical schools through 18 articulation agreements.
- Melding CTSO with an advisor/advisee program to provide social integration to offset the various demographics in the student population%.

school board and community representatives all working together to improve the learning environment at BHS.

"It is an improved learning environment and improved building environment," Assistant Principal Bob Schaffer said, "You have to want to be there in order to learn.

Improved performance flows from a positive environment and positive attitudes."

A good leader sees the vision and leads. A great leader empowers all stakeholders and allows everyone to have ownership of the vision. "The value of empowerment will never be more evident than here at BHS. When our faculty took ownership for the change process, progress was made and results followed," stated Scott Daugherty, Principal.

SREB's HSTW school improvement model works at schools like BHS with these key conditions:

- An organization structure and process in planning strategies to achieve the key practices
- Leadership from the district and school to improve curricula, instruction and student achievement
- A commitment from the school



Need new caption to go with this new photo. Also--the quality of this photo was not great. It was low resolution when it was sent to me and I did the best I could to clean it up-----

“  
**Over the five years in HSTW, BHS graduation rates have improved from 81.3 percent in 1999 to 91 percent in 2004 and from Academic Watch to Excellent on the Ohio Report Card.**  
”

board to support the school in replacing the general track

- A system superintendent and school board members who support the school in carrying out the key practices
- A school superintendant and a school board that will allow the high school to adopt a flexible schedule that enables students to earn more credits

# Why Was a Schedule Change Necessary?

## Trimester Schedule has Unique Advantages

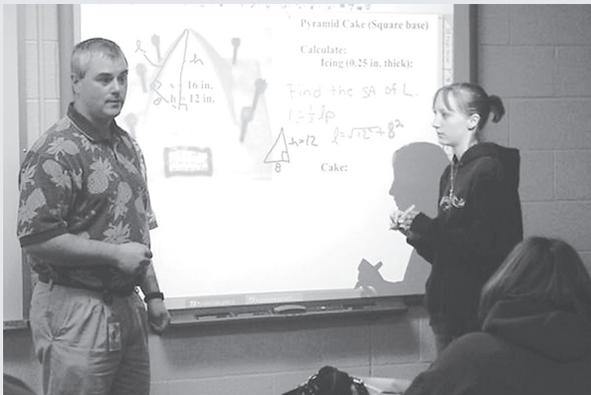
Contrary to what you may have read or heard the last few years, middle grades and high schools haven't failed—they simply were not designed to do what they are currently being asked to do. When only 20 percent of students needed education beyond high school in order to get a job, it was acceptable to enroll only a third into an accelerated curriculum. Today, almost 60 percent of jobs require some post-secondary

education.

Acknowledging this, the Ohio Department of Education increased graduation requirements from 18 to 20. Further investigation revealed that it is not uncommon for Ohio high schools to require 24, 26 or even 28 credits to graduate. Since BHS students must compete against these other students on college entrance exams, state proficiency tests and employment tests, then it is imperative that we provide

BHS students with every educational advantage.

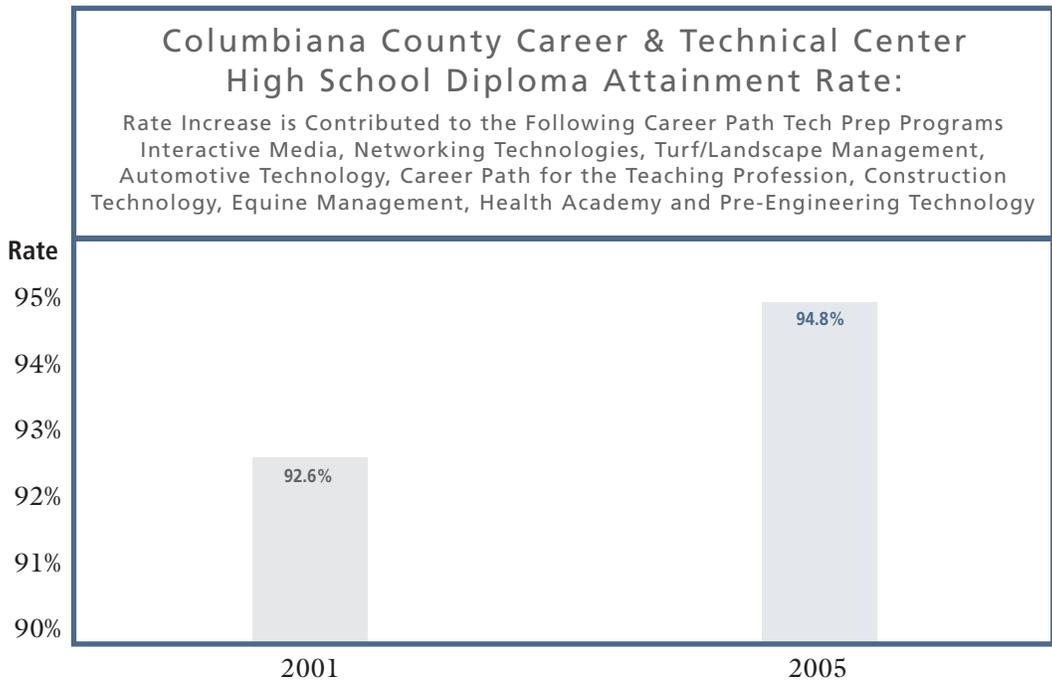
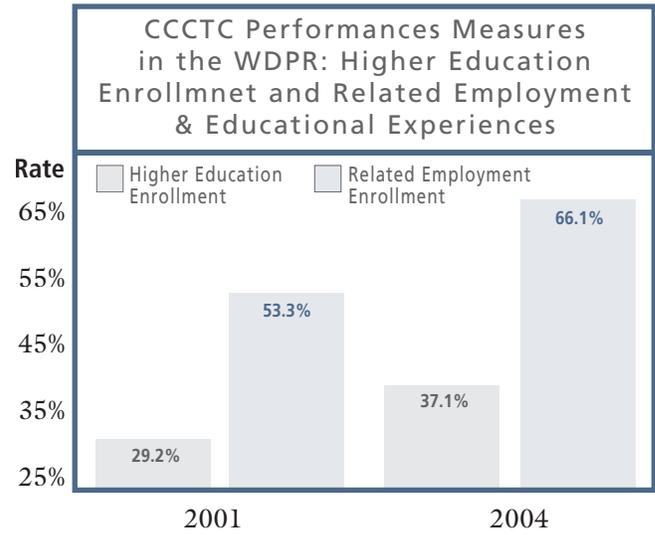
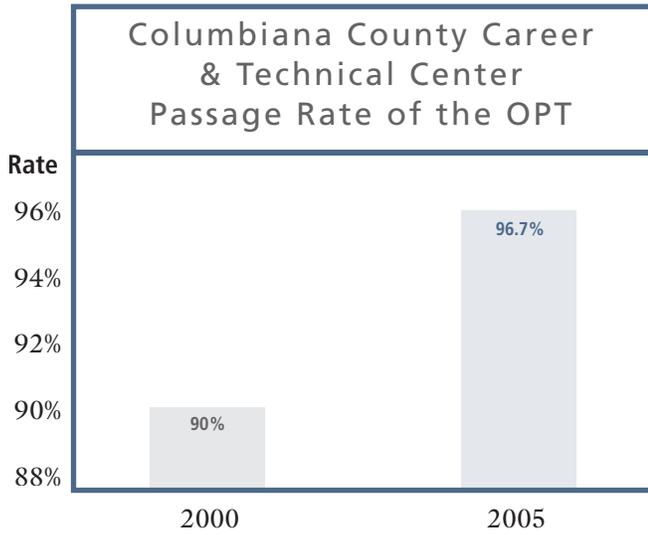
It is not unusual for students to “bog” down as course loads increase. Added courses mean added homework, tests and projects. Due to the load, some students simply quit performing in some courses. These stresses are eliminated with the 5-course trimester format, since no more than five courses are taken at a time compared to the seven or eight courses in a nine-period schedule.



Need caption for Math Initiative. Also--will there be 2 other photos like last year's case study??

- In the nine-period schedule, students often get off to a slow start in a course or fail a course at the end of the year, earning no credit while losing a full year's time. In a trimester format, courses are split into two half-credit courses, therefore, an F grade loses only 1/2 credit, and only 12 weeks of time.
- Extended minutes per class period in a trimester schedule provide a variety of additional instructional learning strategies, such as hands-on projects, presentations and real world assignments within the community. BHS instructional time increased from 5 1/2 hours to 6 hours and 11 minutes.
- Discipline problems consistently decrease in a trimester schedule because of less off-task “down time” with fewer class changes, reduced lunchtime and a 16 minute later dismissal time. Fewer class changes and fewer bells result in a calmer school environment.
- Attendance rates increase during the trimester schedule.

# Data Shows Columbiana County Career & Technical Center Improved Performance on **???????**, **????????????????????**, **????????????????????** and **????????????????????**



# Brookside High School Academic Coaching Makes Study Halls Obsolete

Along with Brookside's trimester block schedule, the school has replaced study halls with academic coaching. Teachers identify students having difficulty and those students are scheduled for academic coaching. The coaching room is in use every period of the day with certified personnel assisting the students.

"I like it a lot," Principal Scott Daugherty said. "I've had several students comment to me that they had never gotten an A before. It's much better than what study halls are. It's a very effective academic intervention program."

Students agreed that academic coaching beats study hall,

although a few still miss the chance to loaf around in a crowded unfocused environment. "Study hall was boring," was the most frequent comment, followed closely

by, "I feel like I'm learning more in here. I never did any work in study hall."

Students in academic coaching have the advantage of

completing assignments on a computer rather than submitting hand written papers. Eight computers were purchased with grant monies.

"Gone are the days of 'I don't have anything to do in study hall.' It has taken the unstructured, useless study hall and turned it into a structured, supervised situation where students complete homework or get the help they need on assignments or proficiency testing," stated HSTW Site Coordinator, Jack Tomasko.

## The School

Brookside High School (BHS) is a comprehensive high school located in northeastern Ohio. BHS's current enrollment is 664 students in grades nine through 12. Student enrollment is 92 percent Caucasian, four percent Hispanic, one percent African-American and three percent other. Thirteen percent of BHS students receive free or reduced lunches and nine percent are classified as special needs.

BHS operates on a trimester schedule with five class periods, each approximately 75-minutes long. To graduate in 2005, students will need to earn 23 credits. Beginning in 2006, students must earn 25 credits to graduate. BHS has 43 full-time teachers certified in their subject area. The administrative staff includes a principal, assistant principal, and two counselors. Approximately 50 BHS students participate in career-technical education programs at Lorain County Career Center. During the 2003-2004 school year, 36 students participated in the Post Secondary Educational Options Enrollment program to earn college credits while attending high school.

For more information on BHS, contact the principal at 440/949-4217 or HSTW NE Ohio Region at 614/830-0141.



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