

Separate and Unequal at Hillsborough High: A Principal's Challenges in Integrating
"Academic" and Career and Technical Education Coursework

Abstract

Dr. Edward White, Hillsborough High School principal, has decided to allocate faculty in-service time to address an unproductive chasm between academic and Career and Technical Education programming within the school, which has created tensions among the faculty. Upon returning to his office after the professional development session, which was generally positive, he is confronted by his associate principal for curriculum, who is upset because she was excluded from the process. This case provides an opportunity for students to explore the importance of developing a college- and career-readiness curriculum, as well as to strategize mechanisms to resolve conflicts among colleagues.

Separate and Unequal at Hillsborough High: A Principal's Challenges in Integrating
“Academic” and “Career and Technical Education” Coursework

Returning to his office after a faculty professional development session, Hillsborough High School principal Dr. Edward White was confronted by his associate principal, Tonya Lawrence. Her demeanor displaying both anger and embarrassment, Mrs. Lawrence said, “Way to blindside me, Ed! You know that I’m in charge of curriculum in this school. You could have at least given me a heads-up before the faculty meeting that you were going to bring up this issue about Career and Technical Education. I’ve had five teachers approach me, asking me if I’ve been removed from my curriculum role. How can I maintain my credibility with teachers if you don’t include me on your plans—especially something that’s my responsibility?”

Background

Hillsborough High School (HHS) is located in a blue-collar suburban community of 35,000 residents near Chicago, Illinois. HHS is the lone high school in Harbor Hills School District (HHSD), which also includes eight elementary and three middle schools. The district and surrounding community have become noticeably more diverse throughout the past two decades. The HHS enrollment, currently 1,625 students, has been increasing slightly, due to ongoing expansion of two factories located within the community. School district records indicate that 59% of the high school enrollment is White, with 19% Latino/a, 11% African American, 7% Asian, 1% American Indian/Alaska Native, and 3% biracial students. Reflecting the increasing global diversity of the Chicago metropolitan area, 15% of the students are English Language Learners,

and more than 40% qualify for free and reduced price lunch. The overall faculty composition, by contrast, is about 90% White.

HHS students' aggregate performance on Illinois state assessments is slightly below the state average, with 49% of students meeting or exceeding state standards as compared to 53% in the state as a whole. Disaggregated analysis of assessment results and other student outcomes paints a troubling picture, with substantially lower academic performance by the following student subgroups: African American (33% meeting/exceeding), Latino/a (41%), economically disadvantaged (29%), English Language Learners (ELL) (28%), and students with disabilities (28%). As well, the underachievement of male students, particularly students of color, warrants concern. HHS has been unable to achieve Adequate Yearly Progress and currently is in its fourth year on the state's Academic Watch Status. Approximately 87% of entering freshmen graduate from HHS and 63% transition into postsecondary education, although fewer than 40% have attained college readiness. Many HHS graduates enroll at the nearby community college, where most are required to enroll in developmental coursework in mathematics and English. Due to their inadequate academic preparation, many students drop out of community college before completing these courses, returning to the community to search for low-wage jobs.

Dr. Edward White is completing his first year as Hillsborough's principal. Superintendent Elaine Kingsley hired Dr. White, recruiting him away from a Wisconsin high school that had received the National Blue Ribbon School award. He had been employed in that district for 19 years, serving 9 years as a Business Education teacher, 4

years as assistant principal, and 6 years as principal. The retiring Hillsborough principal was not a change agent and was quite adept at avoiding conflicts. Dr. Kinsley was anxious to hire a new principal—an instructional leader who had students’ interests at the heart of all decisions. Under Dr. White’s leadership at his former school, he had implemented a rigorous college-and-career curriculum for all students, expanded Career and Technical Education (CTE) course offerings, developed an array of Advanced Placement (AP) and dual credit courses, created a Teacher Advisory program that included career exploration, and increased the proportion of students meeting ACT college readiness benchmarks.

Oversight of teaching and learning at HHS falls to the Curriculum Leadership Council (CLC), which has been actively engaged in reviewing the school curriculum. The CLC is chaired by Mrs. Lawrence, who has served as the associate principal for curriculum for the past four years, and includes the principal and division heads of the English, mathematics, science, social studies, humanities, and guidance departments. A former HHS English teacher, Mrs. Lawrence has championed strengthening the school’s core academic program through expanding AP and honors courses in core academic disciplines, as well as integration of the Common Core State Standards as mechanisms to improve state test scores. She regularly speaks about her Harvard-educated daughter, who graduated from HHS as class valedictorian; this boasting was wearing thin with some teachers and community members. At the time that he accepted the principalship, Dr. White was unaware that Mrs. Lawrence also had applied. Superintendent Kingsley recently informed him that Mrs. Lawrence was not offered the position because she was

perceived by some community residents as being elitist, focused on college preparation of only the most gifted students, and unsupportive of students who were struggling academically. Dr. Kingsley also is concerned that Mrs. Lawrence has not consulted the central office administration in proposed curricular changes.

Over the past decade, upper-middle class college-educated families have moved out of the district into more affluent Chicago suburbs, primarily being replaced by working-class families with little to no formal education beyond high school. HHS teachers have observed a sharp decline in the numbers of students who are interested in postsecondary education. Under the direction of Mrs. Lawrence, the CLC has focused on improving HHS student performance on state assessments and recently approved additional AP courses in mathematics and English and intensified efforts to channel students into appropriate classes based upon academic performance. At Mrs. Lawrence's suggestion, the CLC approved a revised grading system for the school, with honors and AP courses weighted more heavily. CTE teachers proposed some of their courses for honors designations and an agriculture class for science credit, but the CLC did not approve them. Dual credit courses recently were implemented in English Composition and US History, but proposals for dual credit course offerings in information technology and business, which were not recommended by Mrs. Lawrence, were rejected. As the administrator in charge of curriculum, Mrs. Lawrence is responsible for selecting the division heads; she has been strategic in identifying teachers who share her commitment to expanding academic honors courses. The CLC members generally have accepted Mrs. Lawrence's assertions that students without postsecondary aspirations have sufficient

course options within the HHS curriculum. Although enrollments in AP and honors courses have increased by 5%, student achievement concerns are unresolved and test performance is trending downward.

Dr. White has taken some time to clarify specific academic strengths and structural needs at HHS and envision an effective set of school improvement strategies. His initial outsider status afforded both advantages and disadvantages. He has been able to view the school and community with a fresh perspective as he has worked to build solid faculty relationships while assessing the school culture and learning environment. Throughout his first year, he has had genuine, nonjudgmental discussions with teachers, parents, and students. As he has begun to identify the most pressing needs (which Dr. White coins “the what”), he has struggled to determine the most effective ways to facilitate changes to the curriculum and school organizational practices (“the how”). Although many teachers initially held him at arm’s length, he has gradually become accepted into the fabric of Hillsborough; his fellow administrators and faculty members have largely embraced him and he feels like a trusted member of the group. He has not publicly demanded major changes in the curriculum or school practices, having made a strategic decision to observe the school’s operating procedures and collect data before suggesting reforms. He has remained relatively quiet during CLC meetings, observing the processes without objection even when he did not necessarily agree with the group’s decisions. However, on more than one occasion, he met privately with Mrs. Lawrence, attempting to convince her to move the CLC and school’s curriculum in a different direction to embrace the career needs of all HHS students. He also has mentioned the

need for Mrs. Lawrence to ensure that the HHS curriculum changes were aligned with the district's mission, vision, and goals. Each time, his suggestions were rebuffed. His job as principal calls for him to serve as a learning leader, and his "I'm the new guy, trying to learn" routine is all but finished: He has been entrusted with an impactful position and he recognizes the need to leverage it.

After much information gathering and analysis, one longstanding, daunting, impossible-to-ignore item has risen atop all others: The HHS faculty clearly must confront and address a truly deep and unproductive gulf between CTE programs and core classes in English, mathematics, science, and social studies, which the faculty calls the "academic" disciplines. This division, in combination with recent decisions of the CLC, has reinforced rigid tracks between the "academic" honors/AP courses and the CTE courses (which most of the "academic" faculty members call "vocational" classes) that invariably are taken by the same students who assigned to lower-level academic courses. Although students of color comprise 41% of the student body, they account for only 15% of honors and AP enrollments. CTE classes are overpopulated by males, students of color, students from economically disadvantaged backgrounds, and ELL students. Furthermore, students enrolled in four or more CTE courses are three times more likely to drop out of school and four times more likely to receive office disciplinary referrals, compared to students who complete two or fewer CTE courses. Dr. White has been pleased to document rigorous curriculum expectations and innovative, engaging instruction when observing CTE classrooms. Yet, CTE teachers are not publicly

acknowledged for their teaching excellence, as HHS nominees for the district's Teacher of the Year award historically have been members of the core academic departments.

Dr. White is nagged by the growing realization that Hillsborough High evidences a deep chasm across the faculty camps, to the detriment of the school as a whole. Speaking with numerous parents, students, and business leaders from the community, he has learned that many have experienced manifestations of this problem. As an example of the institutionalized divide, the HHS guidance department includes two College Counselors and three Career Counselors. Students are assigned and reassigned to counselors based upon whether teachers believe that they have the potential to be successful in college, and the counselors subsequently schedule students into academic or vocational tracks. An informal hierarchy is in place, with academic teachers (English, science, math, social studies) assuming the most importance and CTE teachers (business, agriculture, family and consumer sciences, technology education) assuming the least. Humanities teachers (foreign language, music, art) appear to be accepted by academic faculty as generally important to the school mission, with special education and physical education teachers also acknowledged but to a lesser extent. This division appears engrained into all aspects of the school's culture, and Dr. White's associate principal and three assistant principals fully support these practices.

Clearly, the academic/vocational divide is negatively affecting CTE teachers' perceptions of their important roles. During a post-observation conference, Dr. White offered instructional feedback to an Agriculture Education teacher, who replied, "I'm just an Ag teacher. Most teachers here don't think what I do really matters. It's hard to get

excited about teaching when my peers don't respect me." Recently, Dr. White spoke with a senior who stated he was not smart enough for college (despite having a 3.48 grade point average, he was scheduled into vocational courses); he had no idea what he wanted to do after graduation. Yesterday, a CTE teacher confided that she was troubled after a junior expressed a desire to attend a 4-year college but whose course selections were not providing the necessary academic foundation for college success. The school was seen from entirely different lenses, depending on the student's "track" or faculty's position. Clearly, HHS was failing to prepare many students for successful transitions to college, career, and life. Wouldn't it be possible, Dr. White wondered, to build a more dynamic and rigorous system for all students? These examples merely scratch the surface, and Dr. White has identified numerous policies and practices that contribute to the problem. He has decided to devote two hours during the final professional development day of the school year to surface this problem and engage the faculty in dialogue. Honesty was the best policy: A candid conversation among the entire faculty was sorely needed.

The Faculty Professional Development Session, as Drawn Up

Dr. White offered to involve Mrs. Lawrence in planning and presenting the professional development (PD) session but she declined, stating that professional development was part of her job description. Dr. White suspected that Mrs. Lawrence harbored some negative feelings about being passed over for the principalship, but they had never discussed the topic. Some things were better left unsaid.

Dr. White began outlining his basic plan for this PD session. Because many teachers were content with the status quo, he needed to develop a sense of urgency. First,

he would distribute the College and Career Concerns document he had developed, providing the background for his presentation (Appendix). Secondly, he would share academic performance data disaggregated by student subgroups, including dropout rates and postsecondary performance, to emphasize the need for school-wide improvements so that ALL students could experience success. Next, he would describe local, state, and national labor market projections and would articulate his concern that the school was not fully addressing students' long-term career needs with its current offerings and student scheduling patterns. Emphasizing a growing number of career opportunities in Science, Technology, Engineering, and Mathematics (STEM) fields, he would explain that only a small proportion of students were enrolled in STEM courses. Most importantly, he would share personal stories of HHS graduates who were unprepared for the next stage of life—individuals who were academically unsuccessful in college or who found themselves unqualified for jobs within the local region. The school's mission, he would suggest, should be geared toward ensuring every student's college and career readiness.

Because his presentation could not be all “doom and gloom,” Dr. White planned to share several examples of excellence at Hillsborough, highlighting student achievements, outstanding classroom projects, exemplary teaching and learning practices, and instances of faculty collaboration. He intentionally included exemplars from both “academic” and CTE courses, while noting rigorous learning expectations in the CTE classes. He would conclude by presenting an overview of a neighboring high school that had successfully implemented a rigorous college-and-career curriculum. In the end, he

intended to persuade faculty members to commit with him to developing a learning environment that fully prepared every student for college and career success.

The Faculty In-Service Session, as it Happened

Standing at the auditorium podium at the start of the professional development session, Dr. White peered outward. He was disappointed, yet unsurprised, to notice a familiar seating pattern, with “academic” and CTE teachers almost entirely separated. The academic support staff members (counselors, school psychologist, social worker) were distributed within the academic camp, with special educators, humanities faculty, and physical education teachers primarily filling in spaces between the two groups. The faculty’s seating preferences were a tangible example of this problem.

The first part of his presentation went off mostly without a hitch. Teachers are well aware of the school’s continued struggles with failing to meet AYP and with achievement gaps for some student subgroups. Although some debate exists among the faculty as to the significance of the AYP issue generally, most agree that the school could do better. Unfortunately, Dr. White explained, on a school level that is mostly where it has stopped: some surface-level discussion, a bit of empty rhetoric, some perfunctory head nods, and a march back to departmental silos. Systemic, cross-disciplinary conversation has been rare.

Dr. White pressed on, sharing his College and Career Concerns document. He presented new data, casting the familiar information in a new, and significantly more threatening, light: He explained that White and Asian students primarily populated the “academic” courses, but the CTE courses—as well as the school’s lower-level

“academic” coursework—enrolled mostly minority students. He outlined low achievement and poor post-graduation outcomes for students from underrepresented groups. He noted the increased frequency with which he and other administrators dealt with disciplinary referrals among students who were part of the lower academic tracks and from underrepresented groups. He described a growing recognition that the school, largely out of structure and tradition, was not adequately meeting students’ career needs. Illustrating his assertions, he shared anecdotes from parents and recent graduates.

He paused and asked the faculty for their reflections, and the “academic” side was first out of the gates. Sandy Morris, AP English teacher, spoke up: “Students can take whatever courses they want, as long as they have the grades, the skills, and the desire. It is not our problem if some students who don’t want academic courses take Tech Ed!” David Schultz, an AP Calculus teacher, agreed: “That’s right, Sandy! What’s more, many of these kids are coming in from our middle schools with poor skills. There’s only so much we can do.”

Jim Johnson added, “I can only water down my biology curriculum so much. For our top students, we need to keep expectations high! If students can’t cut it in honors classes, let them take Ag or business classes.” Many CTE teachers were taken aback by Mr. Johnson’s comment. “Jim,” said Anthony Peterson, “Are you saying that we don’t have high expectations for our students, and that our students don’t have potential? Because that’s what it sounds like to me!” Mr. Johnson, appearing both uneasy and conciliatory, shook his head. Monica Ramirez added, “Our students pick up on this negative attitude and we do, too. We feel like second-class citizens in this school! Have

you noticed that CTE teachers aren't even allowed to serve on the Curriculum Leadership Council?" Agreeing, Michelle Miller exclaimed, "Students who plan to go to college are told not to take my Family and Consumer Sciences courses or my CTE colleagues' courses. How is that for choice, and what kind of message do you think that sends?"

Terry Jones, a longtime science teacher, chimed in: "Hillsborough has had a long tradition of academic excellence for our top students, and our focus needs to remain with that group. Listen, the student population isn't what it used to be. We have a bunch of students coming in with all kinds of needs. My advanced classes are no walk in the park. I struggle to get them interested in the material."

Ms. Ramirez replied, "Well, we may have some common ground with that last statement. Students need to see the relevance of the material to their lives and futures. Maybe that's the kind of thing we could improve on if we all worked together. Dr. White, that's part of what you are saying, right?" He nodded in agreement. April Sheridan, information technology teacher, agreed: "I could get behind that. But the bigger issue is that we have a sense of have's and have not's in the school, and students, parents, and faculty feel it. How can we break that down?"

Morton Jackson, faculty curmudgeon, said "We can't, and we shouldn't. We assign students to classes based on their abilities. Our teachers teach our subjects and it's up to students to put in some effort and learn. I don't have time to individualize my instruction for every Tom, Dick, and Harry—or 'Enrique.' For a lot of these kids, we can't expect more out of them than to land a job at a fast-food joint." There were varied reactions to Jackson's comment, including laughter, groans, and nods of affirmation or

dissent. Visibly upset, Mrs. Sheridan said, “It’s comments like that that sometimes make me embarrassed to say I’m part of this faculty. When are you retiring, Mr. Jackson? For the kids who remain in our community, we need to provide them with the skills to be successful in our businesses and factories.”

Throughout the discussion, Mrs. Lawrence had remained quiet. She finally spoke, saying, “Our curriculum is top-notch and has produced outstanding graduates, some who have gone to Ivy League schools. We can’t water it down, as it will do a disservice to our high-ability students. And, our best way to improve our test scores is to focus on our top students.” Although some teachers nodded in agreement, Dr. White noted that many teachers were unsupportive of Mrs. Lawrence’s observations.

Social studies division head Tamara Meyer spoke up: “I serve on the CLC, and it really hadn’t occurred to me until today’s discussion that we’ve been ignoring the needs of many of our students. We have focused on expanding honors class for our top students while being insensitive to the needs of the rest of our students. I think we simply assume that many of our students will not enroll in 2- or 4-year institutions, and we certainly don’t challenge them to aspire to postsecondary education. Dr. White is right: Students shouldn’t have to choose between college or careers; we can develop outstanding programs here that are rigorous and give our students the skills they need to be successful after high school.” Many CTE teachers applauded in support.

Seizing upon the momentum gained from Miss Meyer’s statement, Dr. White intervened. He mentioned an openness to changes with respect to providing common planning times to facilitate faculty conversations and collaboration, and even

restructuring the school schedule. Many teachers appeared interested in this possibility, although the teachers' union president quickly cautioned, "You need union agreement first!" Conversation continued for another half-hour, as teachers presented arguments variously in favor and opposition to the development of a college- and career-ready curriculum. Because a district professional development session was scheduled for the remainder of the day, Dr. White signaled an end to this initial dialogue. He thanked the faculty for their willingness to engage in this conversation, explaining that he would provide opportunities for ongoing dialogue during scheduled department meetings. Finally, he indicated that he would task the Curriculum Leadership Council with responsibility to move this initiative forward.

As teachers filed out of the room, several stopped to speak with Dr. White. Many thanked him, saying the conversation was "sorely needed" and "a long time coming." A few expressed concerns that this initiative might create additional conflict among the faculty. Overall, though, feedback was positive. Dr. White headed back to his office, reinvigorated and ready to begin planning for the next stage of discussions. There, he was met by Mrs. Lawrence. She did not look happy.

Teaching Notes

This case describes a high school principal's efforts to address the wide chasm between "academic" and CTE courses in the school. Dr. White has come to view this separation as problematic and necessitating improvement, so that all students graduate with a solid academic foundation that prepares them for college and career success. After engaging the faculty in a conversation about the academic/CTE divide within the school,

he is confronted by the associate principal for curriculum, who is upset about his surfacing of this issue without gaining her prior approval. This case involves multiple issues that can present challenges for a new principal, including the existing school culture and norms, structural concerns, curriculum, conflict, personnel, and school/community relationships. As a starting point, students may wish to review Fullan's (2014) three keys for maximizing the principal's impact: leading learning, being a district and system player, and becoming a change agent. These keys may be helpful in serving as an anchor for class discussion.

Students also may wish to read research related to enhancing students' career and college readiness (Conley, 2005; 2010; Symonds, Schwartz, & Ferguson, 2011). They will note that CTE programming figures prominently in school-wide efforts to build and sustain rigorous career pathways to all students. Students likely will discover or be reminded that the U.S. and global economy is changing dramatically, such that all students will need to possess well-honed skills to experience career success. Promising approaches in schools tend to integrate traditionally academic and traditionally career-oriented programming, as well as the incorporation of various supportive elements (e.g., dual credit/enrollment, work-based internships and partnerships, student clubs/organization, and industry-recognized credentials). It may also be useful for students to review and address the general and pervasive issue of tracking; Tyson (2013) provides an excellent review, including discussion of promising methods for detracking. These publications will be helpful for the students to gain an understanding of the principal's beliefs as he prepares for, and later reflects upon, the faculty in-service.

Discussion Questions

Potential discussion questions are included below under the following topics: curriculum and structural issues; school culture, conflict, and personnel issues; and school/parent/community relationships.

Curriculum and Structural Issues

1. According to ACT (2013), college and career readiness involves “the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing first-year courses at a postsecondary institution (such as a 2- or 4-year college, trade school, or technical school) without the need for remediation” (p. iii). What other definitions of college and career readiness are in the professional literature? In what ways, if any, would you revise this definition? How might this definition be helpful to the HHS faculty?
2. Review the listing of concerns that Dr. White has generated (Appendix). Do you agree with his assessment that some structural features of the school environment are contributing to the separation of “academic” and CTE programming? Why or why not?
3. Among the issues that Dr. White has identified, what do you see as most urgent? What do you believe could be changed relatively quickly or in the short-term (and with minimal faculty opposition), and what will require more extensive dialogue and long-term planning?
4. Consider the course offerings and practices of a high school in your district or one with which you are familiar. Do you identify similar concerns relative to the

- curriculum in that high school; are students being adequately prepared for college and careers? Are there curriculum practices and structures in place in your school, that could be helpful as you consider changes in Dr. White's school?
5. What is the role of the central office administration in these curriculum conversations? How should Dr. White involve the central office, and potentially the Board of Education, in this process?

School Culture, Conflict, and Personnel Issues

6. Identify any actions taken by Dr. White that you would have handled differently, had you been in his position. For instance, critically examine his planning and implementation of the staff in-service. Did he reasonably frame the discussion? What might you have done differently?
7. In refocusing the faculty on college and career readiness for every student, Dr. White will need to restructure the school's culture and norms, which can be notoriously challenging. Some teachers appear perfectly fine with the status quo, while others agree with his concerns. What challenges do you anticipate that Mr. White will face, and what strategies do you recommend that he take, as he moves the faculty forward with this initiative? How can he develop a "win-win" approach, so that all teachers feel supported and will commit to the changes?
8. Dr. White did not engage his administrative team or the Curriculum Leadership Council in reviewing the school's academic practices. In what ways should he have included his administrators and the CLC? Should he now include these individuals, or should he take the lead in facilitating these reforms?

9. Dr. White's approach has created a conflict with his associate principal, who is in charge of curriculum. Moving forward, how can he repair his fractured relationship with Tonya Lawrence?

School/Parent/Community Relationships

10. Students and parents are important partners in the school. How should they be included in the process of reviewing the curriculum and structural concerns of Hillsborough High School?
11. In what ways should leaders from business, industry, and postsecondary institutions be involved, as the Hillsborough faculty moves forward with their exploration of these issues?

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Appendix: HHS College and Career Concerns

Data-Informed Concerns

- Course enrollment data discloses that underrepresented students (students of color, low SES, ELL, special education) are routinely enrolled in CTE courses, while predominantly White, Asian, high SES students take honors/AP classes.
- Fewer than 40% of HHS graduates meet college readiness standards.
- Majority of HHS students who enroll in community college must complete developmental coursework.

School Organizational and Personnel Concerns

- The HHS schedule contains six class periods per day, permitting few opportunities for electives and exploration (including CTE courses).
- The grading system is weighted, favoring honors/AP courses.
- Curriculum Leadership Council (CLC) does not include CTE representation.
- One proposed CTE course that would qualify for science credit was opposed by the science departmental faculty and not approved by CLC.
- A proposed Teacher Advisory program, which would include career exploration, was not supported by the majority of teachers in the core academic areas (English, mathematics, science, social studies) and was not approved by the faculty.
- HHS appears to prepare students for college **or** careers—not college **and** careers. HHS guidance staff is separated into College and Career Counselors; students are assigned to counselors based upon perceived ability and post-graduation plans.
- Many CTE teachers report that their courses are considered of less importance than the core academic areas. Last year, a CTE position (Family and Consumer Sciences) was eliminated, so that an additional Social Science position could be created.

Student, Parent, and Community Concerns

- Students reported receiving few opportunities at HHS for career awareness and exploration; many graduate without clearly defined post-graduation plans.
- Students (primarily from underrepresented groups) reported being discouraged from taking honors/AP courses and scheduled into classes that are below their ability levels and/or not of interest to them.
- College-bound students and their parents receive little assistance with college applications and financial aid applications.
- Many students reported being unprepared for the academic rigor of their postsecondary training (community colleges, colleges, universities).
- A small group of parents has successfully advocated for more honors/AP courses, but courses in other areas have been cut to permit the addition of these honors courses.
- Leaders of local businesses and industries would like to hire more HHS students, but they generally do not possess workforce readiness skills. In addition, some students would like to have opportunities to obtain industry credentials, so they can be qualified for jobs in the local factories upon graduation.

ERIC Descriptors

Principalship

College and Career Readiness

Educational Leadership

Organizational Culture