A.C. JONES HIGH SCHOOL

PRESENTATION TO BISD SCHOOL BOARD

OCTOBER 21, 2014

SECURITY

- Thank you for the program!
- Less disruptions
- More warning letters
- Less students leaving campus

- More students eating in cafe/parents bringing lunches
- Weak spot isn't so weak
- Undisputable evidence
- More mobile
- Key & lock under control

TIMES ARE CHANGING

- **New Generation of Learners**

- Delivery of Curriculum

Traditionalists Greatest Generation (before 1946)	Baby Boomers (1946–1964)	Gen Xers (1965–1981)	Millennials Net Generation (1982–2002)
Pearl Harbor WW2 Depression	Television JFK assassination Civil Rights	High divorce rate Latch-key kids Tech revolution	Terrorism Columbine War
• Committed, dedicated • Conforming, obedient • Respectful of authority • Change/Risk adverse	• Individualists • Strong work ethic • Competitive • Uncomfortable with technology	• Self-sufficient • Independent • Comfortable with technology • Challenge authority	• Tech-savvy • Sense of entitlement • Extremely social • Materialistic/self-centered

TRADITIONALISTS & BABY BOOMERS	MILLENNIALS
Command & control management style	Active, involved leadership
Individually focused work	Collaborative, teamwork
Managed flow of information	Unstructured flow of information
Job security	Employability
Work = income	Work = personal enrichment
Structure	No structure; flexibility is highly regarded
Inward looking	Outward looking
Influence through organization, position	Influence through networks, communities

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All Students
Most Parents
Some Teachers (22-32)

MILLENNIALS

- Do not understand a **refusal to change** a program, activity, or even an entire culture if it is not working. Traditions are not held close to their heart.

- "This is how we have always done it" is **no longer acceptable**

- Do not believe they **have to wait** until they receive a degree to start non-profits or lead businesses

MILLENNIALS

- Have a very pessimistic attitude towards **institutions**

- **Community** is a non-negotiable part of their lives

- Want the ability to **make choices** and have input in their own learning styles/interests

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ONLINE LEARNING

- **20%** of college students
- **55%** of US high schools
- **1.3 million**
- **70%** is high school level

Source: US Dept of Education

- By 2019 **50%** online
- TX **9th** in total online
- FL - full-time & part-time options, MI - requires some

Source: Intl Assoc for K-12 Online Learning

ONLINE PROGRAMS GIVE US

- **Flexibility** and **Options** for personalized learning

- **Cost Effectiveness**

- **Alternative** education for at-risk students

- **Experience** for future online learning after high school in other education formats and business

RECOVERING CREDITS - PLATO LABS

- In August ACJ had **495** semester credits to recover

- 4 Plato Labs began operation with a total of 244 computer seats, 140 students, many with multiple credits to recover

- Recovered 311 to date (**63%** so far)

- Any STAAR related courses, student **must pass** a STAAR Release Test in order to recover the credit

- Highest grade awarded on any recovery is **70**

RECOVERING CREDITS - TIMING IS EVERYTHING

- Normal school year (from data over last 3 years)

  - **800 to 1000** credits need remediation (normally effecting 150+ students or about 6 semester credits per student)

- If these students were re-cycled (required to do the whole semester over in real time)

  - Could cause **burn-out, frustration** and student could become a technical **dropout**, unable to finish in cohort … **60** students could be affected.

NEAR FUTURE DIRECTION

- Shift - Seat-Time to **Competency-Based** (36 states)

- Evolve into **Blended Learning** format – Direct Teach Classrooms supported by department supervised online learning labs & hands-on, truly **engaged learning**

- Recovery labs as **safety net** only

- Accelerated learning based on **competency testing**