

DANVILLE INDEPENDENT SCHOOLS

BATE MIDDLE SCHOOL AND DANVILLE HIGH SCHOOL

PERSONALIZED LEARNING PATHWAYS BUILT ON A REDESIGNED CORE CURRICULUM

KEY FEATURES:

- ✓ Complete Redesign
- ✓ Lab Rotation and À La Carte Blended Models
- ✓ Competency-Based Learning
- ✓ Project-Based Learning

AT A GLANCE:

Start Date: Fall 2013

Grades Served: 6-12

Location: Danville, KY

Operator: Danville Independent Schools

Operator Type: District

School Type: District

Setting: Rural

Students at Start: 900

Students at Capacity: 900

MODEL TOOLBOX:

Learning Management System:

Edmodo, Google Classroom (both in pilot phase)

Student Information System:

Infinite Campus

Gradebook: Infinite Campus

Assessment Tools and

Approaches: e-portfolios, performance tasks, NWEA MAP, ACT

Implementation Partners:

Council of Chief State School Officers
Innovation Lab Network, Kentucky Department of Education, University of Kentucky P20 Innovation Lab

Digital Content Providers: ALEKS Math, Compass Learning, Khan Academy, Dreambox, Lexia, Reading Plus

Hardware: PC desktops, PC & Mac laptops, iPads, Chromebooks

“At Danville High School, innovation is about learning experiences that create real challenges and a diploma that promises real possibilities.”

ANDREW MCKINNEY, SENIOR, DANVILLE HIGH SCHOOL

The Vision: Transforming existing schools presents big challenges. Other innovative schools tend to be one school within a larger system, often a niche program. But Danville Independent Schools is reinventing an entire existing school system that serves all students—in a small community. The community feels an urgency to ensure that all Danville students are equipped with a new range of abilities and knowledge—creativity, critical thinking, team membership, leadership, time management, and more—to seize their place in the Information Age as inventive learners.

Danville’s goal is that at least 90 percent of students will graduate high school, enroll in college, and complete college. To accomplish that, all students at the only middle school and high school in the district are beginning to learn in a new way. Establishing new district goals in 2009 put the small, rural district south of Lexington, Kentucky on this path. The planning was boosted in 2013 when the state designated Danville a District of Innovation, providing greater flexibility from traditional school regulation.

The Academic Model: And now, the district is working toward personalized learning pathways that directly link middle school, high school, and

college curriculum.

The core curriculum in grades 6-10 has been redesigned so that students can meet state-set college or career-ready achievement benchmarks by the end of grade 10. In other words, course content and sequence has been intentionally aligned with ACT college readiness standards. Students control the pace at which they progress by demonstrating mastery using standards-based assessments, performance tasks, or teacher recommendations. Performance tasks call for high-level class work and strong student presentations to measure 21st century skills not represented in multiple-choice state tests. Students start working toward high school level competency in sixth grade, which means that teachers with middle school certification may lead classes for high school credit and students can gain that high school credit whenever they are ready—flexibilities built into the District of Innovation plan. These measures stretch traditional notions of age and grade progressions to provide greater degrees of ownership and personalization to students.

Once students achieve the state readiness benchmarks, they then customize their own “Area of Focus” for advanced academics, challenging

DISTRICT GOALS

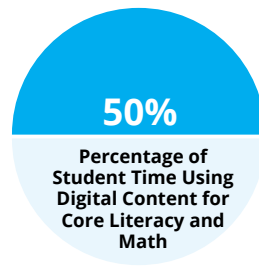
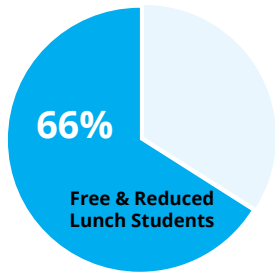
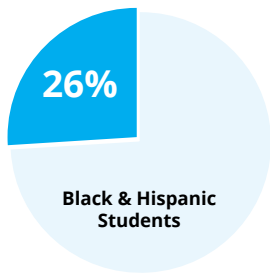
1
Powerful
learning
experiences

2
Global
preparedness

3
Growth
for all

4
Excellence in
communication

5
An informed
and involved
community



**BLENDED SUBJECTS:
MATH, SCIENCE, FOREIGN LANGUAGE**

BY THE NUMBERS:

- Year 1 public revenue per pupil: \$6,998
- Year 1 expenses per pupil: \$6,797
- Year 4 revenue per pupil: \$7,009
- Year 4 expenses per pupil: \$6,629
- Years to sustainability: 0

project-based research and analysis or design and action experiences, and internships and other community-based learning experiences. Students may also earn college-level credit for advanced work or gain certification from practical experiences. Individual students collect class work and evidence of mastering key competencies and skills in an e-portfolio. Student research and analysis or design and action projects can be published on a public website to share with a wider audience.

The Organizational Model: With a six year roll-out plan for elements of the model, Danville is consciously managing the change in order to build a new entrepreneurial school system for a general population. The rollout began with project-based learning in 2013-14 through new courses at Bate and Danville High and performance

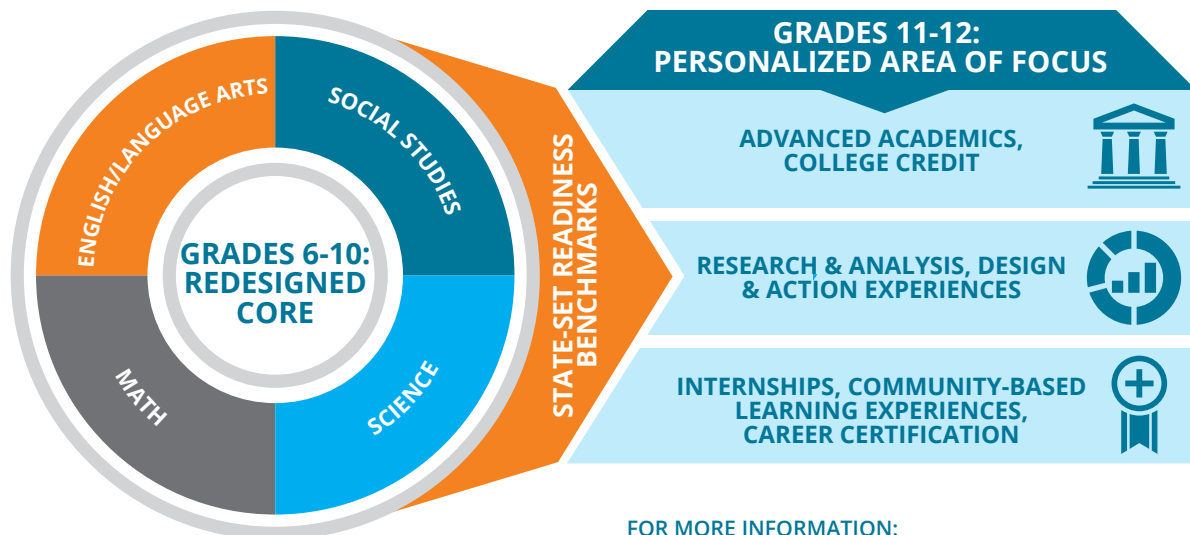
tasks in all middle school grades. Grades 6-9 will be fully implemented in the third year. This approach enables a fully implemented model that can be fully sustained on public dollars within five or six years, a feature other school designers may want to watch.

The rollout transformation of Bate Middle School and Danville High School leverages attrition and redeployment of existing staff while building teachers' expertise in specific areas: personalized learning pathways and rigorous in-school and out-of-school experiences. In addition to classroom-based teachers, the instructional staff includes three new positions: Pathways Coach (postsecondary liaison, college counselor, and personal learning pathway advisor), Interdisciplinary Learning Designer (a certified teacher who designs project-based and real-world

learning opportunities), and Technology Integration Specialist (tasked not with troubleshooting everyday technology challenges but with building the vision for blended learning and the capacity of teachers to implement expanded blended learning options).

The district is supported in its efforts by the P20 Innovation Lab at the University of Kentucky through teacher training, direct support for implementing initiatives with students, and ongoing feedback and guidance. The district also has the support of wider networks including other Districts of Innovation in the state and the Council of Chief State School Officers' Innovation Lab Network. These two resources may be instrumental in providing supports that the district couldn't access as efficiently on its own.

INTEGRATED AND PERSONALIZED CURRICULUM PATHWAYS



Students complete a performance-based core curriculum that crosses traditional middle and high school grades, which they can progress through more quickly by demonstrating mastery through standards-based assessments, performance tasks, or teacher recommendation. As a result, all students are expected to meet state-set college and career readiness benchmarks by the end of grade 10. At that point, they set forth on a personalized pathway with a self-selected area of focus for their learning.

FOR MORE INFORMATION:

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