

The Ridgewood Public Schools
Business Curriculum and Program Review
Five-Year Cycle 2016-2021

Department Study Findings &
Recommendations June 2017

“Your most unhappy customers are your greatest source of learning.”

-Bill Gates

Curriculum Study Timeline

Year One: 2016-2017: Program Review, Research, and Recommendation

- *A committee of teachers and administrators research best practices in the content area, and review current program, students achievement, and perceptions of staff, parents, and students. A recommendation is made to reaffirm or revise curricula and/or program.*

Summer of Year One, 2017: Curriculum Writing, Revising, and/or Reaffirmation

- *A committee of teachers and administrators develop new or revised curricula, research and recommend professional development and instructional materials to support implementation.*

Year Two: 2017-2018: Implementation of New or Revised Curriculum and Materials, with consistent professional development as needed

Year Three and Four 2018-2020: Monitoring and Revising as needed

- *Implementation continues. Achievement and feedback are monitored. Modifications are made if needed.*

Year Five 2020-2021: Begin to prepare for next study of department

Year-One Research Study Process

Research ideal instructional programs in Business Education

Review current practices across the high school in Business Education

Collect and review feedback from teachers, students, and parents

Review student achievement data

Recommend curricular revisions or reaffirmations

Committee Members

Staff invited to participate on the committee:

- Four high school Business or Finance teachers: Sean Kase, Karen Mendez, Al Tretola, Alice Burnett
- One high school administrator: Mark Ferreri, Supervisor of Humanities

After the initial exploratory meetings, our committee periodically met (during department meetings and on PD days) to address the Year One objectives

Why is Business Education Important?: Pertinent Research

1. NJ Department of Education mandates Financial Literacy Education
1. Article by Ivan Manev- Dean & Professor of Management at The University of Maine
1. Article by the National Business Education Association
1. Notre Dame College Online Article
1. University of California Berkeley- Summer Immersion
1. DECA program

NJ Graduation Requirement: Financial Literacy Requirement

The state of NJ established pilot program in 2009

- All HS students are required to pass a financial literacy course (2.5 credits)

- Required statewide by 2012

Principle reason for requirement: Capital One study in 2008 showed only 14% of students in NJ took a finance course; 69% students said they relied entirely on learning skills from their parents

“The Value of Business Education”

Written by: Ivan Manev - Dean of the Maine Business School

Complex business organizations are ever growing and require the organization of human effort

Involves knowledge both ancient (Accounting) and nascent (Management of Innovation)

Business degrees require well-rounded general education in human and social sciences, critical thinking, and both written and oral communications

“Business education prepares students to be college ready”

Position Paper by National Business Education Association

Issue Studied: “Students are leaving high school without essential business skills and knowledge needed to prepare for college, a career, and to function as informed, intelligent, and productive consumers and citizens.”

Solution: “From its inception, business education has been an integral part of the school curriculum. Business courses provide a rigorous course of study. Individual course standards reflect skills and knowledge needed to pursue a career and to be ready for college.”

Conclusions:

- Business education programs are critical component in helping students become College and Career Ready
- Business education courses need to be a graduation requirement for all students

“5 Reasons to Get a Business Degree”

Article posted by Notre Dame College Online Website
2014

Practicality: Provides wide range of valuable career skills

-Offers transferable skills between industries for potential employees

Demand: Job market constantly seeking those that can organize, plan, and manage

Further studies: Easier transition from undergraduate to MBA programs

Greater career path choices

<http://online.notredamecollege.edu/business/5-reasons-to-get-a-business-degree/>

High School/College Immersion Program

University of California Berkeley runs a 2 week high school immersion course in Entrepreneurship through their Haas School of Business

The purpose of this program helps students:

- Build confidence and learn strengths through teamwork
- Enhance communication and oral presentation skills
- Learn how to write a business plan and turn ideas into a business
- Develop the research skills essential to business

DECA Inc.

“DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe.”

“Practice key leadership skills such as goal setting, consensus building and project management. Join more than 219,000 high school members in 5,000 classrooms in 3,500 schools across the world who are preparing for careers in marketing, finance, hospitality, management and entrepreneurship.”

“DECA’s Comprehensive Learning Program integrates into classroom instruction, applies learning, connects to business and promotes competition.”

Ridgewood High School DECA 2016-2017

RHS DECA was established in the mid-1970s and has grown from approximately 75 to over 200 members over the past ten years

208 Regional participants

- 121 Students qualified to attend states in their role play event

97 State participants

- 25 top 10 individual/groups competed in finals (3rd largest number in the state)
- 2 individual/groups placed 1st overall
- 4 individual/groups placed 2nd overall
- 2 individual/groups placed 3rd overall

40 National participants

- 25 of the 31 competitive students achieved top 25% in their event and were honored with an Award of Excellence (13 of our 16 individual/teams)
- 3 individual/groups made final (top 2 in their flight from preliminary competition)

Ridgewood High School

Business Education Department Focus

1. RHS Business Education Department Mission Statement
1. 21st Century Life and Career Standards Followed
1. Current “Tracks” and Recommended “Tracks” for RHS Students
1. Course Details
1. New for 2017-2018
1. Assessment Structure
1. Performance Indicator Test Example (PIT)
1. Enrollment Numbers
1. Key Takeaways from Enrollment Data

Ridgewood Public Schools Business Education Mission Statement

The Ridgewood Public Schools Business and Marketing program prepares students to manage personal finances while understanding the intricacies of the business world. Each course contributes to the intellectual growth of all individuals by providing the essential background required in today's complex and rapidly changing world.

New Jersey Core Curriculum Standards: 21st Century Life and Careers

The Standards: Standard 9 is composed of the Career Ready Practices and three strands outlined below

9.1 Personal Financial Literacy

- This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

- This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3 Career and Technical Education

- This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

Current Ridgewood Business Student Track

Freshmen: Entrepreneurship; Finance; Marketing; Merchandising

Sophomores: Marketing; Merchandising; Sports Marketing*

Juniors: Accounting I; Advanced Marketing I; Transition out of business education

Seniors: Accounting I/II; Advanced Marketing I/II; Transition out of business education

Recommended Ridgewood Business Student Track

Freshmen: Introduction to Business; Finance

Sophomores: Marketing; Merchandising; Entrepreneurship; Accounting I

Juniors: Business Management; Accounting II; Advanced Marketing I; Stock Market

Seniors: Managerial Accounting (Level III); Advanced Marketing II; Stock Market

Finance Track: Finance -> Accounting I -> Accounting II -> Managerial Accounting or Stock Market

Marketing Track: Intro to Business -> Marketing/Merchandising -> Advanced Marketing I -> Advanced Marketing II

Management Track: Intro to Business -> Entrepreneurship -> Business Management

Course Details

Entering freshmen can select from the available elective courses,* but do not have to select a business course specifically.

*Entrepreneurship, Finance, Introduction to Marketing, or Merchandising

Incoming freshmen who select a business elective, take either Finance or Entrepreneurship to complete their financial literacy requirement early in their HS career

First level honors courses are Business Management, Advanced Marketing/Merchandising I, or Accounting I (The first two courses have a prerequisite)

Higher level honors courses offered are Advanced Marketing/Merchandising II, Accounting II, and Accounting III (Each of these courses have a prerequisite)

New for 2017-2018

Business Management is a new course for the 2017-2018 school year. This course will build on foundation materials for becoming a manager in a general business setting that could be applied to personal and professional skills in different fields. Key topics include roles of a good manager, crisis management, and establishing a sound business culture. An honors level semester course with an application process, students must have taken and successfully passed Entrepreneurship in a previous year at RHS.

Managerial Accounting (Level III) is a new course for the 2017-2018 school year. Fundamental concepts include managerial accounting, job order costing, process costing, activity-based costing, cost-volume-profit, cost-volume profit analysis, incremental analysis, pricing, budgetary planning, budgetary control, and responsibility accounting, standard costs and balanced scorecard, planning for capital investments, statement of cash flows, financial statement analysis, time value of money, and standards of ethical conduct for management accountants. An honors level full year course, students must have taken and successfully completed both financial accounting courses (Accounting I and II).

The Stock Market & The Economy is not a new course for RHS, but this honors elective semester course will now be taught by a Business Education teacher instead of a Social Studies teacher. The Business department is excited by this opportunity, as it allows further use of the newly installed stock market ticker in Room 139 in early March of this school year.

Assessment Structure

Grading structure

- Accounting: Mock transaction problems and chapter quizzes/tests
- Marketing/Merchandising: Quizzes, Performance Indicator Tests (PITs), projects, and 11-page paper
- Entrepreneurship: Discussion days, quizzes, PITs, 11-page paper, Shark Kase

Example of a Performance Indicator Test (PIT)

CATEGORY	Excellent	Good	Fair	Poor
Customer vs. Consumer	Creates an excellent example that comes from the story for both. (10pts)	Creates an very good example that does not directly apply to story (6pts)	Defines both without much in terms of an example (4pts)	No true definition nor example (< 2pts)
"in the Market"	Creates an excellent example that comes from the story to explain idea. (10pts)	Creates a very good example that does not come from the story directly. (6pts)	Defines without much in terms of an example	No true definition nor example (< 2pts)
Market Segmentation	What are the FOUR ways products are segmented? Describe each as far as what makes them different. Explain why they are important in target marketing. **Hint three end with the same suffix while one is known as the "close cousin" to the rest.** (20pts)	Named all four bus had some weaknesses or named and described three fully. (15pts)	...named two. (10pts)	Limited information (< 5pts)
Four Ps	Each of the 4 Ps fully described and defined for a single item. (13pts)	Each of the 4 Ps are explained but either could have been better or different items used for each (10pts)	3 of 4 Ps explained well enough to carry through (5pts)	No true definition nor example (< 2pts)
Lovemarks (Movie question!!)	Describe the idea of lovemarks. What makes them different from other companies? Give real world 2 examples of companies you would consider lovemarks and briefly explain. (7pts)	Descriptions or examples are weak. (5pts)	Lacking descriptions or examples (3pts)	Limited Information (1-0pts)

Enrollment Numbers

2013-2014 School Year: 536 total students

Finance: 242

Accounting I: 52

Marketing: 57

Sports Marketing: 48

Entrepreneurship: 96

Accounting II: 6

Adv. Marketing:

11 Merchandising: 19

2014-2015 School Year: 627 total students

Finance: 289

Accounting I: 92

Marketing: 41

Sports Marketing: 25

Entrepreneurship: 120

Accounting II: 23

Adv. Marketing: 8

Merchandising: 26

2015-2016 School Year: 692 total students

Finance: 233

Accounting I: 118

Marketing: 68

Sports Marketing: 48

Entrepreneurship: 132

Accounting II: 23

Adv. Marketing: 22

Merchandising: 48

2016-2017 School Year: 633 total students

Finance: 180

Accounting I: 69

Marketing: 75

Key Takeaways from Enrollment Data

Overall student enrollment numbers have remained stable and robust

Entrepreneurship, Marketing, and Advanced Marketing enrollment numbers have steadily increased

Finance has steadily declined

- Finance is not DECA eligible
- Students can take it online
- Finance course, due to limited Business teacher personnel, has been largely outsourced to the Social Studies department

Sports and Entertainment Marketing course was eliminated for 2017-2018 school year to make room for new courses and limited business personnel

Who are the Benchmark Districts and what are their practices?

Benchmark Districts and Their Practices

- Leonia High School: Business Academy
- Northern Highlands: Dual enrollment with FDU
- Bergen County Academy: IB Cohort
- Ramsey High School: Design Thinking course

At all these districts we also looked at the methods in selecting courses and their respective tracking paths and grade restrictions

Business Academy Structure

Leonia High School Site Visit

- A group of committee members visited Leonia HS, a benchmark district, to investigate their approach to creating and implementing The Marketing and Business Leadership Academy (M.B.L.A.)
- Mission Statement: The Marketing & Business Leadership Academy (M.B.L.A.) develops the skills and knowledge of its students for careers in marketing, finance, hospitality, and management.
- 3 Tracks/Majors: Marketing Major; Economics/Finance Major; Accounting Major
- Externship Experience: Students have the opportunity to opt into an externship experience in their junior and/or senior year. Junior year students participate in Junior Individualized Independent Program (J.I.I.P.) and senior year students can participate in a Marketing & Business Leadership Academy Externship, which is referred to as a S.I.I.P.. Students in the J.I.I.P. and S.I.I.P. programs go to their externships every Friday and must complete an oral presentation at the end of the culminating project
- National Business Honor Society: Students who participate for two years in the Academy and maintain a 3.5 GPA for Academy courses and an overall GPA of 3.25 (or higher)

Dual Enrollment Opportunities

Northern Highlands Regional High School

- A group of committee members visited Northern Highlands Regional HS to investigate their approach to creating and implementing a dual enrollment experience for their students in core and elective courses.
- Northern Highlands has partnered with with multiple four-year colleges (Syracuse University, Rutgers School of Health Related Professions, Fairleigh Dickinson University, and Seton Hall University) and one 2-year institution (Bergen Community College) to provide students in designated courses with the opportunity to receive college credit based on the successful completion of the course and any final exam deemed necessary by the affiliated higher education institution.
- The Honors Advertising & Branding course, available to 11th and 12th graders is affiliated with Fairleigh Dickinson University and students who take this course are eligible to receive 5 credits for the course at Northern Highlands (full year course) and 3 credits from FDU if they pay the tuition.

International Baccalaureate Programs

Bergen County Academies

A group of committee members researched Bergen Academies and other IB Programs.

- The IB has a hard-earned reputation for high standards of teaching, pedagogical leadership and student achievement.
- The programmes encourage both personal and academic achievement, challenging students to excel in their studies and in their personal development.

	Grade 9	Grade 10	Grade 11	Grade 12
Required Courses:	Intro to Business AND Advanced Business Topics I	Advanced Business Topics II AND Business Applications	IB HL Microeconomics	IB HL Macroeconomics & International Economics

International Baccalaureate Program

Design Thinking

Ramsey High School

- Honors interdisciplinary semester course (team taught by two rotating instructors) for 11th and 12th graders
 - First six weeks: Students trained in design thinking methodology based on Stanford D school theory
 - Remaining semester: Partner with local company to research and develop a solution to a “real world challenge”
 - 2017 Project: Partnered with American Express to create a next generation mobile application

Course Selection and Tracking in Benchmark Districts

Both Leonia and Northern Highlands have strict grade limits for each course with entry necessary by sophomore year.

Both schools have some form of an introduction to business course that is for freshmen or sophomores only. This functions as an entry point.

Both schools offer multiple ways to fulfill financial literacy requirement.

Both programs have restrictions when it deals with students taking multiple courses within the business department (for instance, if student takes course A, they can not take course B)

Both programs utilize Micro/Macro Economics.

Leonía and BCA both offer an Introduction to Business course.

Northern Highlands HS offers an Honors Business Seminar class which is run as two classes by two teachers that can be held separately or together with the activities and projects run concurrently.

Survey Says...

The committee members designed and distributed three surveys during the year one phase of this process

Each survey had a different target audience

- Students at RHS
- Parents/Guardians of RHS Students
- Graduates of RHS who took at least one business course while in HS

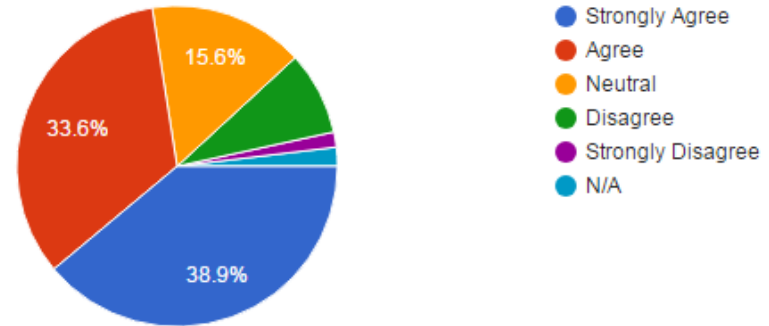
Business Department: Student Data

262 responses
96% have taken
business courses

I am interested in
Business, Marketing,
& Accounting courses

Agree and Strongly
Agree totals: 72.5%

I am interested in Business/Marketing/Accounting courses. (262 responses)



Business Department: Student Data

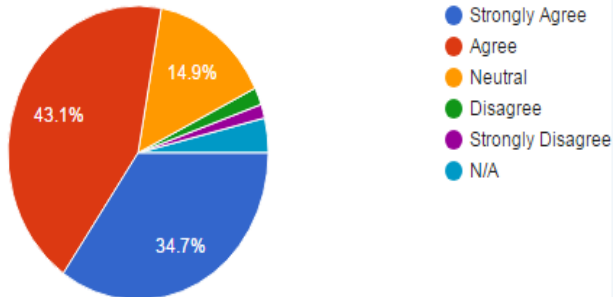
I have enjoyed by Business Department experiences at RHS

Agree and Strongly Agree totals: 77.8%

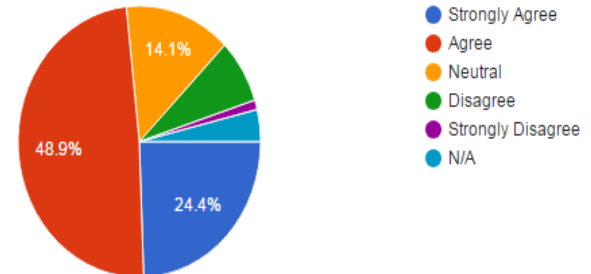
I have been appropriately challenged in my Business classes at RHS

Agree and Strongly Agree totals: 65.3%

I have enjoyed my Business department experiences at RHS (262 responses)



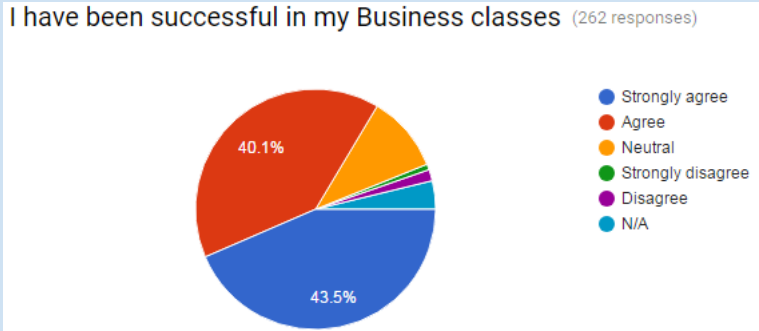
I have been appropriately challenged in my Business classes at RHS (262 responses)



Business Department: Student Data

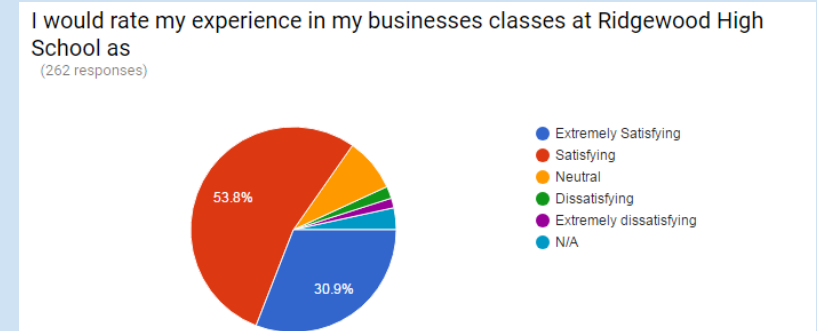
I have been successful in my Business classes

Agree and Strongly Agree totals: 83.6%



I would rate my experience in my business classes at RHS

Satisfying or Extremely Satisfying totals: 84.7%

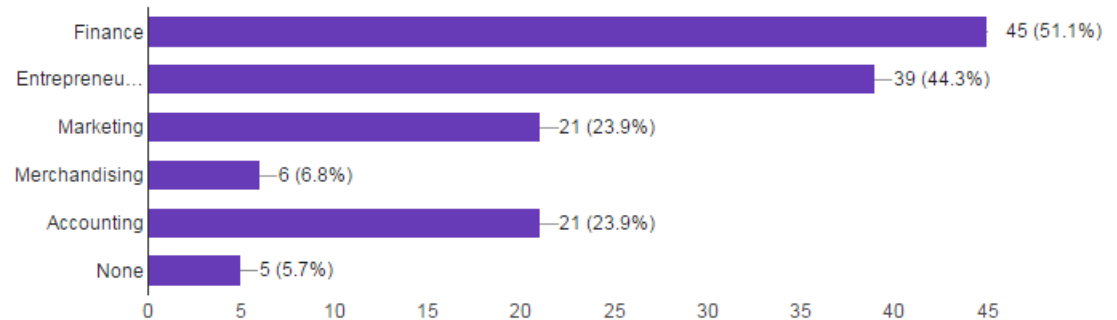


Business Department: Parent Survey

- 88 responses
- 76% have children who have taken or plan on taking more than one course

I am a parent/guardian with a child currently enrolled or previously enrolled in the following subjects (check all that apply)

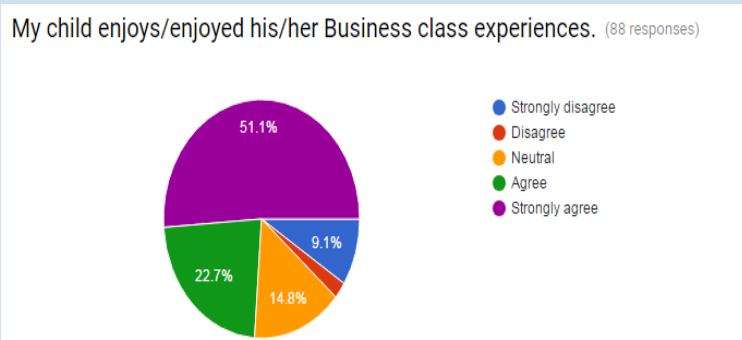
(88 responses)



Business Department: Parent Survey

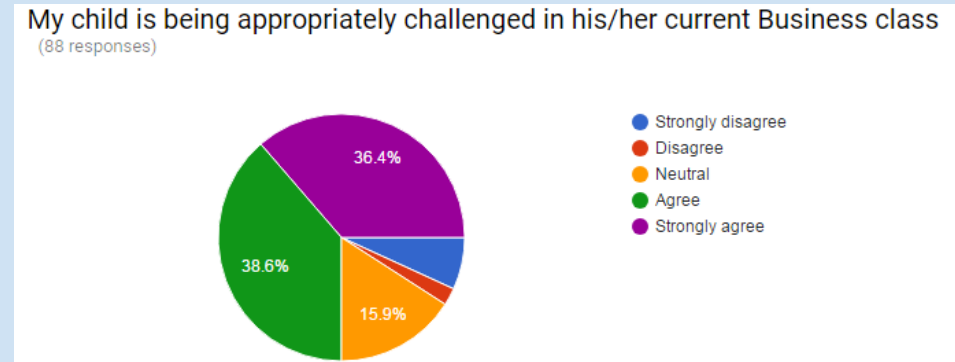
My child enjoyed his/her Business class experience

Agree and strongly agreed: 73.8%



My child is being appropriately challenged in his/her current Business class

Agree and strongly agreed: 75%

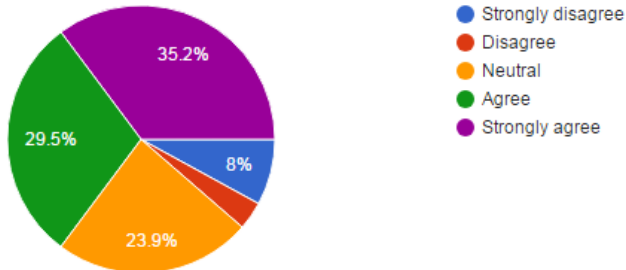


Business Department: Parent Survey

I am satisfied with the Business program at RHS

Agree and strongly agreed: 64.7%

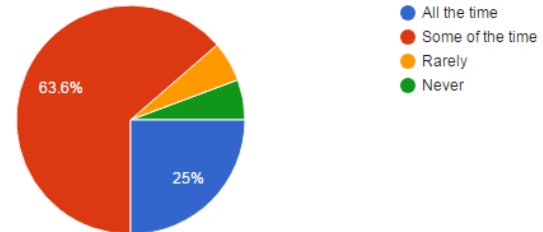
I am satisfied with the Business program at RHS (88 responses)



Does your child initiate conversation about items learned in his/her business classes?

All or some of the time: 88.6%

Does your child initiate conversation about items learned in his/her business classes (88 responses)



Business Department: Graduates

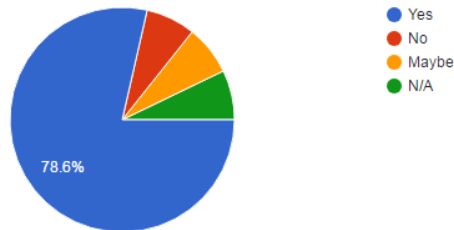
(14 responses)

Did RHS prepare you for your business classes in college?

Yes: 78.6%

2. Did RHS business classes prepare you for your current college business classes?

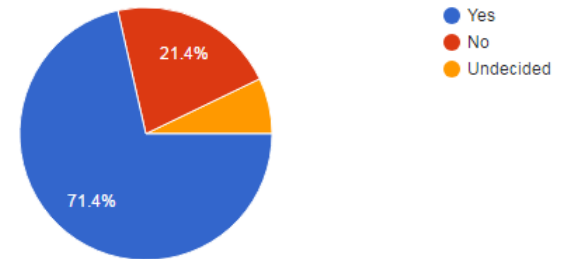
(14 responses)



Do you plan on majoring in business?

Yes: 71.4%

4. Do you plan on majoring in business? (14 responses)



Program Perceptions

Comments from Parent and Student Surveys

Commonly found comments

Parents

Finance: Helped children understand important financial needs such as budgeting, taxes, insurance, investments and cost of living

Accounting was very impactful on student's college and career outlook

Students liked talking about discussions and businesses from Entrepreneurship

DECA has had a positive impact on students

Upset Sports Marketing is no longer offered

Students

"We are given examples for certain topics and we do projects in real life... so we fully understand it and can see it in our own lives"

"I enjoyed every year of taking a business course because the classes benefit the students for their future so that they have the skills they need when they get jobs out of college"

"Great teachers and they make a fun environment to learn in"

"I feel that it has prepared me for college courses"

Summary of our Findings: Benchmark Districts

Pros:

- Sparked interest in developing an Introduction to Business course
- Overall concept for a business academy
 - “Majors” within academies
 - Externships
- More connections with Micro/Macro Economics as a business course
- Dual enrollment courses to compete with AP level courses

Cons:

- Limitations within tracking by grade (students must follow a rigid four year structure)
- Implementing IB programs at RHS would require additional staffing or the elimination of other popular business electives to remain within our current staffing
- IB programs are expensive to implement in terms of application fee and upkeep fees
- Dual enrollment institutions may require a Master’s degree to approve HS teacher

Committee Recommendations

1. Propose an Introduction to Business course
 - a. Semester Course
 - b. Limited to 9th and 10th graders
 - c. To be implemented for 2018-2019 school year
1. Increasing staffing to four full time business education teachers to allow for growth within the department and addition of new courses not only in 2017-2018, but for future school years. This would allow for a business education teacher to teach all the finance courses again.
1. Create a plan to design an RHS Business Academy
 - a. Utilize RAHP, American Studies, and ALISHA as templates
 - b. Explore the possibilities of multiple majors within the academy with suggested tracking for cohorts
1. Pursue dual enrollment possibilities for college prep and honors level courses within the RHS business department
5. Consider partnerships with local businesses to simulate real-world applications. Possible curricular revisions with Entrepreneurship or Advanced Marketing courses to accommodate the initiative.

Work Planned for Summer 2017

Curriculum writing planned:

- Write the curriculum for Business Management (New Course)
- Write the curriculum for Managerial Accounting H (New Course)
- Update the curriculum for Accounting I H
- Update the curriculum for Accounting II H

New course proposal:

- Complete the new course proposal form for Intro to Business class by October 2017 for implementation during the 2018-2019 school year

Special Thanks...

To the members of the Business Committee:

-Karen Mendez, Sean Kase, Al Tretola, and Alice Burnett

To the members of the Business departments at Leonia and Northern Highlands High Schools for their time and professionalism.

To the parents, and current and former students who responded to the surveys.

To Stacie Poelstra for her support.