



Lake Washington School District
Study Session of the Board of Directors

Date: October 24, 2016

Topic: College and Career Readiness Task Force Update

24 Credit Framework

In 2014 the state legislature passed E2SSB 6552, which directed the State Board of Education to implement the 24-credit graduation requirements for the Class of 2019 and beyond. These Career and College-Ready Graduation Requirements are designed to be both rigorous and flexible. The pathway for most students will keep all postsecondary options open, including meeting the college admission requirements for entry into a public four-year institution or pursuing a program of study in a two-year institution or apprenticeship. The framework is flexible enough to accommodate a program of study leading to a professional or technical certificate or degree through a skills center or Career and Technical Education program.

The table below shows the current district credit requirements for the classes of 2016-2018 and the new credit requirements beginning with the class of 2019.

Credit Requirements at a Glance		
Subject	Classes of 2016-2018	Class of 2019
Language Arts	4.0	4.0
Science	2.0*	3.0^
Mathematics	3.0**	3.0+
World Language (same language)	2.0***	2.0^^ (2 can be PPR)
Social Studies	3.0	3.0
Arts	1.0	2.0^^ (1 can be PPR)
Physical Education (P.E.)	1.5^^	1.5^^
Health	0.5	0.5
Occupational/Career & Technical Education	1.0	1.0
Electives	4.0	4.0
Total	22.0	24.0

*At least one laboratory science

^ 2.0 lab science, 1.0 non-lab science

** Typically, Algebra I, Geometry, Algebra II. A student may elect to pursue a third credit of high school-level mathematics other than Algebra II, under certain conditions

+ Algebra I, Geometry and a third credit of high school mathematics aligning with a student's interests and High School and Beyond plan.

*** A student may pursue alternate course work, other than World Language, under certain conditions.

^^ A student may request to be excused from P.E. under certain conditions, per state law and

district policy.

^^^ Personalized Pathway Requirements (PPR) are related courses that lead to a specific post-high school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan, that may include Career & Technical Education, and are intended to provide a focus for the student's learning.

Key elements of the framework that allow for flexibility include:

- Seventeen (17) of the 24 credits are mandatory core credits, including 3 credits of science, 2 of which must be lab science.
- Seven (7) of the 24 credits are flexible credits; these include 4 elective credits and 3 Personalized Pathway Requirements that are chosen by students based on their interest and their High School and Beyond Plans.
- Two (2) of the flexible credits may be waived locally for students with "unusual circumstances," as defined by local district policy.

In March, 2015, we convened a College and Career Readiness Task Force comprised of broad representation of teachers, principals, parents, and administrators. The purpose of the Task Force is to:

- Study, analyze and make recommendations regarding impacts of the new state 24 credit requirement and the potential for a 7 period day for grades 9-12 or other creative ways to expand options for 9-12;
- Study and analyze school schedule and start time implications.

Over the last year and a half, the Task Force has met once a month, in 2 hour sessions each. To carry out our charge, we have been engaged in the following work:

- Review the impacts of the new state 24 credit graduation requirement policies that start with the Class of 2019 and beyond
- Review neighboring school districts' high school schedules and their work done to date on this topic
- Analyze the pros and cons for a 7 period day by researching districts that have implemented a 7 period day
- Review and analyze other ways to expand options for grades 9-12
- Study and analyze school schedule and start time implications
- Conduct community engagement processes to inform the group's work and to ensure an understanding of the larger community's desires and priorities
- Develop options, solicit feedback and refine options

Early on, the Task Force identified five key interests that are guiding the work, and being used to evaluate options.

- 1) Ensure every student graduates with 24 required credits, prepared for a post-secondary pathway.
- 2) Ensure flexibility and student choice in the exploration of their interests and pathways.
- 3) Ensure that all students can access the educational opportunities that meet their needs.
- 4) Provide flexible time to meet the needs of individual students and the school community during the school day.
- 5) Structure the school day to ensure efficient and effective use of student and teacher time.

Timeline

Task Force Timeline: Phase I – 24 Credits: March 2015 – December 2016

- Review Changes in State Law
- Develop Common interests
- Review of the research
- Develop and prioritize high school schedule options
- Conduct listening sessions with various stakeholders, online survey, and community feedback meetings
- Develop Recommendations

Task Force Timeline: Phase II – School Start Times: September – February, 2017

- Review of the research
- Develop and prioritize school start time options
- Conduct online survey and community feedback meetings
- Develop Recommendations

Board Study Session, June 2016

At the June 20, 2016 Board Study Session, we provided an update on the Task Force’s work to date. We reported on the listening sessions we conducted in late March, 2016. The purpose was to share the work of the Task Force with constituents, share the options we were considering, and seek feedback regarding pros and cons for each option. Student sessions occurred during the school day, staff sessions after school, and parent sessions in the evening.

We asked Hanover Research, an organization we contract with for research and data analysis, to analyze all of data from the listening sessions and provide us with a report of their findings. This report was completed and reviewed by the Task Force in their May and June meetings.

A summary of the 3 models we shared, along with the benefits and challenges reported for each model are summarized below.

Scheduling Option #1					
<ul style="list-style-type: none"> • Maintain the length of the current school day • Students take six 50-minute classes each day • 1 credit = 150 hours • Expand course options for 0 and 7 periods before and after the school day, <u>with</u> transportation provided. • Students who opt to take 0 and/or 7 period classes earn more than 6 credits per year • Available slots over 4 years = 32 slots • 24 credits required 	Mon	Tues	Wed	Thurs	Fri
	0 period	0 period	0 period	0 period	0 period
	1	1	1	1	1
	2	2	2	2	2
	3	3	3	3	3
	4	4	4	4	4
	5	5	5	5	5
	6	6	6	6	6
7 th period	7 th period	7 th period	7 th period	7 th period	
Benefits			Challenges		
<ul style="list-style-type: none"> • Flexibility • Opportunities for academic support • Opportunities for extended learning • More elective choices • Positive instructional impact • Transportation provided 			<ul style="list-style-type: none"> • Potentially exacerbate achievement gaps • Length of the school day • Increased workload for teachers • Potential conflicts with extra-curricular activities 		

Scheduling Option #2					
<ul style="list-style-type: none"> Maintain the length of the current school day Students take four 80-minute block classes each day and earn 4 credits per semester 1 credit = 120 hours Students take four different 80-minute classes in second semester Total 8 credits earned in one year Available slots over 4 years = 32 slots Credit requirements must increase 	Mon	Tues	Wed	Thurs	Fri
	Semester 1				
	1	1	1	1	1
	2	2	2	2	2
	3	3	3	3	3
	4	4	4	4	4
	Semester 2				
	5	5	5	5	5
	6	6	6	6	6
	7	7	7	7	7
8	8	8	8	8	
Benefits			Challenges		
<ul style="list-style-type: none"> Opportunity to accumulate more credits during the school day and year Fewer classes per semester Extended, block classes Maintains Length of school day 			<ul style="list-style-type: none"> Loss of instructional hours per credit Potential gaps in instruction in course sequence Longer class times Semester-long classes – a year of content in one semester Content retention for courses taken in first semester, not second semester, and tested in second semester (ex: AP testing) Impact on elective programs, AP courses, Running Start 		

Scheduling Option #3					
<ul style="list-style-type: none"> Maintain the length of the current school day Students take four 80-minute block classes each day and earn 4 credits per semester 1 credit = 120 hours Students take four different 80-minute classes in second semester Total 8 credits earned in one year Available slots over 4 years = 32 slots Credit requirements must increase 	Mon	Tues	Wed	Thurs	Fri
	Semester 1				
	1	5	1	5	1
	2	6	2	6	2
	3	7	3	7	3
	4	8	4	8	4
	Semester 2				
	5	1	5	1	5
	6	2	6	2	6
	7	3	7	3	7
8	4	8	4	8	
Benefits			Challenges		
<ul style="list-style-type: none"> Opportunity to accumulate more credits during the school day and year Flexibility Year-long class length – both semesters Alternating class days Extended, block classes 			<ul style="list-style-type: none"> Loss of instructional hours per credit Impacts of alternating class day for student organization, daily skill practice Enrolled in 8 classes at the same time – additional homework and stress for students 		

High School Principals Subgroup work

In the June, 2016 Task Force meeting, Task Force members requested that the high school principals work together as a subgroup to study the scheduling models presented thus far, continue further research of these and potentially other models not yet considered, and bring a scheduling recommendation to the Task Force at the start of the 2016-17 Task Force meetings.

In September and October 2016, our high school principals met together and conference-called with other high school principals around the state to better understand first-hand the experiences, benefits, and challenges of various scheduling models. After several meetings, considerations, and lengthy discussions our high school principals reached consensus to recommend a trimester schedule to the larger Task Force. This model was discussed at the October Task Force meeting, and by the end of the meeting there was consensus to bring the trimester model to community Information meetings for feedback and to develop an online survey as well to gather feedback from our constituents. This feedback will be used to inform the Task Force’s next steps.

Trimester Schedule model

The trimester schedule offers high school students the opportunity to earn 30 credits over four years. This allows students the chance to recover credits during the school day and provides more options for electives and course-taking flexibility.

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5 Period Trimester Model					
<ul style="list-style-type: none"> • Maintain the length of the current school day • School year divided into 3 trimester periods • 1 trimester = 12 weeks • Students take five classes per trimester • Depending on schedule variation, classes range from 65 minutes to 90-minute blocks • 1 trimester course = .5 credit • 1 credit = 124-128 hours • Available slots over 4 years = 30 slots • Credit requirements must increase 	One Variation of Trimester Schedule				
	Monday	Tuesday	Wednesday	Thursday	Friday
	1 st Trimester				
	1	1	1	1	1
	2	2	2	2	2
	3	3	3	3	3
	4	4	4	4	4
	5	5	5	5	5
	2 nd Trimester				
	1	1	1	1	1
2	2	2	2	2	
3	3	3	3	3	
4	4	4	4	4	
5	5	5	5	5	
3 rd Trimester					
1	1	1	1	1	
2	2	2	2	2	
3	3	3	3	3	
4	4	4	4	4	
5	5	5	5	5	

This option is aligned with the Task Force’s interests and addresses many of the challenges raised with other schedule models in our March 2016 listening sessions. As such, it is the schedule that seems to offer the most course taking opportunities and options for students while still allowing for the depth of learning (longer classes), increased personalization (fewer students per day), and attention to social-emotional well-being (fewer classes per day, less stress and homework).

The benefits of a trimester schedule model include:

- Number of classes students take at one time are fewer than in a semester model
- More options for electives and credit retrieval
- Allows for creativity with “just in time” credit retrieval
- Allows for extended blocks of instructional time – for block classes
- Maintains the continuity of course pathways

Community Engagement

The Task Force invited parents, students and community members to a series of meetings to gather feedback on potential high school schedule models. In these one-hour sessions, after a brief introduction, attendees will learn about possible schedule changes. They will discuss the potential benefits and challenges.

These community meetings will take place at the following dates/times:

- October 19, Eastlake High School Library, 6:30-7:30 p.m.
- October 26, Lake Washington High School Library, 6:30-7:30 p.m.
- October 27, Juanita High School Library, 6:30-7:30 p.m.
- November 3, Redmond High School Library, 6:30-7:30 p.m.

An online survey will also be open from October 19 through November 4 for 6-12 students, 6-12 staff, and K-12 parents. Survey and feedback session results will be reported back to the Task Force as it develops recommendations around the credit and schedule options.

The second part of the Task Force’s charge. Community meetings will be held in late January-early February around the second part of the Task Force’s charge, school start times.