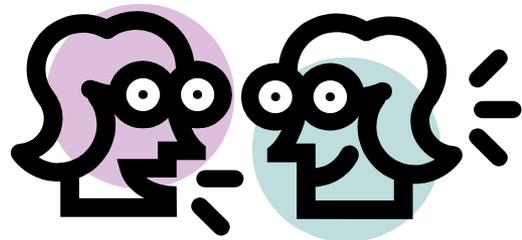


COLLEGE & CAREER READINESS TASK FORCE UPDATE

Work/Study Session Purpose

2



 Discussion



Decision



 Information



Direction

Session Overview

3

- Review current status of work and timelines, including Task Force scheduling options under consideration
- Review strategies for engaging stakeholders in the process
- Review the work ahead for 2016-17

Strategic Goals

4



1 Ensure academic success for every student

2

Provide safe & innovative learning environments

3

Recruit, hire & retain highly effective personnel

4

Use resources effectively & be fiscally responsible



5 Engage our communities

Policy Considerations/Key Questions

5

1. What is the current status of the College & Career Readiness Task Force?
2. What strategies are we using to engage stakeholders in the process?
3. What is the work ahead for 2016-17?

Our Mission

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Each student will **graduate** prepared to lead a rewarding responsible life as a contributing member of our community and greater society



Our Vision

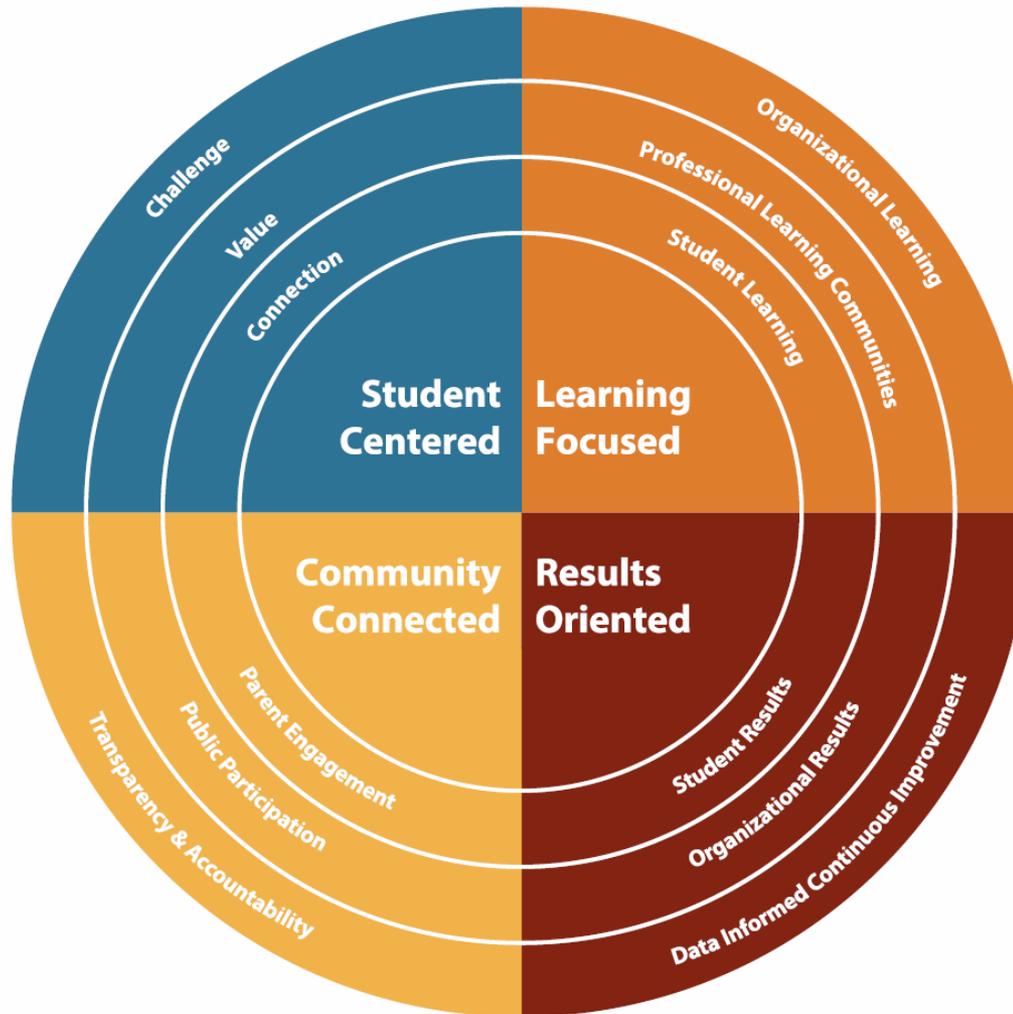
7

Every Student Future Ready:

- *Prepared for College*
- *Prepared for the Global Workplace*
- *Prepared for Personal Success*



Our Values



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24 Credit Framework

24 Credit Framework

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- In 2014, the Legislature directed the State Board of Education to implement the Career- and College-Ready Graduation Requirements
- Beginning with the Class of 2019 and beyond, students are required to complete twenty-four credits for high school graduation

CLASS OF 2019

2013 2014 2015 2016 2017 2018 2019

Graduation Requirements

Click on your year to see the state graduation requirements. Students are assigned an expected graduation year at the time they enter ninth grade (WAC 180-51-035). They are held to the graduation requirements of that graduation year regardless of the year they actually complete high school. [[Back to Graduation Requirements](#)]

Staff Contact:
Linda Drake

State Requirements for the Class of 2019

Cohort: Students entering 9th grade from July 2015 through June 2016

2019 Graduation Requirements

Credits:	24
Non-Credits:	High School & Beyond Plan, Washington State History
Assessments:	3

Districts may have local requirements. Students and parents should check with school counselors for additional requirements for graduation. The requirements for the Class of 2019 are described in WAC 180-51-068.

Districts may apply for a delay of up to two years in implementing the 24-credit graduation requirements. For districts that delay these requirements will be implemented for the Class of 2020 or Class of 2021.

Credit Requirements

Total number of credits: 24

Credit Requirements

Career- and College-Ready Graduation Requirements

Subject	LWSD Classes of 2016 – 2018	LWSD Class of 2019
English	4	4
Math	3	3
Science	2 (1 lab)	3 (2 lab)
Social Studies	3	3
Career and Technical Education*	1	1
Health	0.5	.5
Physical Fitness	1.5	1.5
Arts	1	2 (1 can be PPR***)
General Electives	4	4
World Language	2	2 (Both can be PPR***)
Total Credits	22	24**

*1 CTE credit or 1 Occupational Education credit, as defined in WAC 180-51-067.

**Up to 2 credits can be waived locally based on a student's unusual circumstances.

***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 and Technical Education, and are intended to provide a focus for the student's learning.

College and Career Readiness Planning Process

Short –Term Plan

□ Task

- Update graduation requirements policy to reflect 24 credit requirement for the class of 2019 and beyond and implement the 24 credit requirement for class of 2019 and beyond.
- Update course catalogs to reflect new graduation requirements.
- Continue 1.0 FTE allocation for zero and 7 period opportunities in 2015-16.
- Develop plan to meet the new Basic Education hour requirement (1027) for 2015-16 implementation.

□ Timeline

- October 2014 – February 2015

□ Process

- High school principals group
- LWEA (calendar)

□ Communication

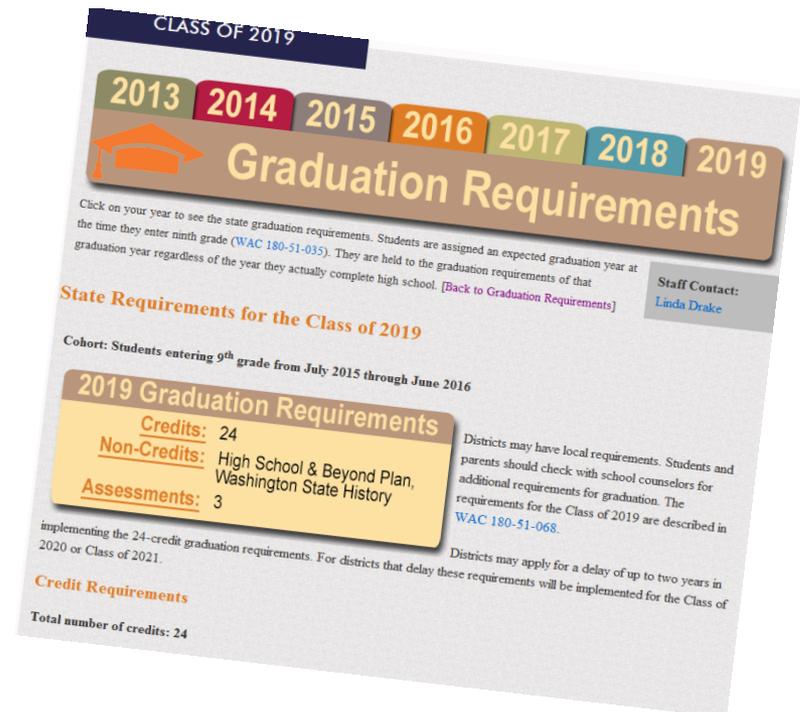
- Connections
- Course catalogs

□ Stakeholder engagement

- Community Meetings/on-line opportunity

□ Board action

- December 2014



College and Career Readiness Planning Process

Long –Term Plan

□ Task

- 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.

□ Timeline

- February 2015 - January 2017

□ Process

- Representative task force

□ Communication

- *Connections*
- Dedicated webpage:
 - www.lwsd.org

□ Stakeholder engagement

- Listening Sessions, Surveys

□ Board action

- Potential in 2017 (for implementation in 2017-18)

The image is a screenshot of a webpage titled "CLASS OF 2019 Graduation Requirements". At the top, there is a navigation bar with years from 2013 to 2019, each in a different colored box. Below this is a large heading "Graduation Requirements" with a graduation cap icon. The main content area includes a paragraph explaining that students are assigned an expected graduation year at the time they enter ninth grade (WAC 180-51-035) and are held to the requirements of that year regardless of when they actually complete high school. A "Staff Contact: Linda Drake" box is visible on the right. Below this is a section for "State Requirements for the Class of 2019" with a "Cohort: Students entering 9th grade from July 2015 through June 2016". A yellow box lists "2019 Graduation Requirements": Credits: 24, Non-Credits: High School & Beyond Plan, Washington State History, and Assessments: 3. A note states that districts may have local requirements and that students and parents should check with school counselors. Another note mentions that districts may apply for a delay of up to two years in implementing the 24-credit requirements. At the bottom, it says "Credit Requirements" and "Total number of credits: 24".

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Current status of work and timelines

Task Force Purpose

- 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.

Task Force Charge

- 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

Common Interests

- 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.

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

- Phase II – School Start Times: September 2016 – February, 2017
 - Review of the research
 - Develop and prioritize school start time options
 - Conduct online survey and community feedback meetings
 - Develop Recommendations

Option 1: 0 & 7 periods – transportation provided

- 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, with 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				
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				

Benefits

- Flexibility
- Opportunities for academic support and extended learning
- More elective choices
- Transportation provided

Challenges

- Potentially exacerbate achievement gaps
- Length of the school day
- Increased workload for teachers
- Potential conflicts with extra-curricular activities

Option 2: 4 x 4

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- 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

- Opportunity to accumulate more credits during the school day and year
- Fewer classes per semester
- Extended, block classes
- Maintains Length of school day

Challenges

- 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

Option 3: 4 x 8

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- 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

- Opportunity to accumulate more credits during the school day and year
- Flexibility
- Year-long class length – both semesters
- Alternating class days
- Extended, block classes

Challenges

- 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

- 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 and lengthy discussions, our high school principals reached consensus to recommend a trimester scheduling to the larger Task Force.

Task Force Process: Trimester

- The trimester model was introduced at the October Task Force meeting
- High School Principals shared several variations of the model and provided rationale and benefits
- Task Force members discussed pros and cons of the model
- Task Force voted and reached consensus to bring the trimester model to Community Information meetings for feedback

Trimester Schedule

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- 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 only:

Monday	Tuesday	Wednesday	Thursday	Friday
1st 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
2nd 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
3rd 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

- 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

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Stakeholder engagement

Community Engagement

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- All Community meetings take place from 6:30 – 7:30 p.m.
 - ▣ October 19, Eastlake High School Library
 - ▣ October 26, Lake Washington High School Library
 - ▣ October 27, Juanita High School Library
 - ▣ November 3, Redmond High School Library
- Online Survey
 - ▣ Open from October 20 to November 4
 - ▣ Open to all 6-12 teachers, support staff, administrators
 - ▣ Sent to all 6-12 students
 - ▣ Open to all K-12 parents

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The work ahead for 2016-17

High School Start Times

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	Bellevue	Northshore	Issaquah	LWSD
Current Start Time	7:30	7:20	7:25	Ranges 7:30-8:00
New Start Time	8:30	8:00	8:00 proposed	
Implementation	2016-17	2017-18	Still in process	

Emerson, LWHS: 8:00
EHS, ICS, RHS, TESLA: 7:30
JHS: 7:50