



Lake Washington School District  
Study Session of the Board of Directors

Date: January 23, 2017

Topic: College and Career Readiness Task Force Update

Board Study Session, October 2016

At the October 24, 2016 Board Study Session, we provided an update on the Task Force’s work to date. We reported on the Task Force’s consideration of a trimester schedule option. 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.

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

Community Information Meetings

In late October and early November, the Task force hosted four community meetings to gather feedback on a potential high school trimester schedule model under Task force consideration. During these sessions, attendees learned about the purpose and work of the Task force and the reasons the trimester model was being considered. Meeting participants had time for small group table discussions. Task force members were in attendance and listened and took notes during the discussion. An online survey was

open from October 19 through November 4 for those who were unable to attend one of the community meetings. Over 2000 individuals took the survey. Hanover Research analyzed the survey feedback and findings were provided to the Task Force.

At the December 8<sup>th</sup> Task Force meeting, Task Force members discussed the Hanover survey analysis. In addition to several issues and questions with the trimester model, concern was expressed about what is perceived as a significant loss of instructional hours per credit. This was consistently raised in all constituent groups including parents, staff, and students. In our current 6-period high school schedule, we range between 143-150 instructional hours per credit. As presented, the trimester model would average between 116-120 instructional hours per credit.

Specifically, there are two key interests that our constituents want to see in a high school schedule:

1. Provide adequate instructional hours per credit to ensure sufficient time for teachers to teach and students to learn the content/curriculum; and,
2. Schedule classes to ensure continuity of learning and retention of content across the school year.

The two key interests expressed regarding the trimester model are consistent with the feedback we heard during the focus groups held last year when we presented other schedule models under Task Force consideration, including the 4 x 4 and 4 x 8 schedule models.

Using a combination of Task Force interests, parameters, and the interests expressed by constituents in meetings and online surveys, district staff provided the Task force with an adjusted list of all the schedule models under consideration using three criteria to make them viable for us to continue considering further:

- 1) Adequate instructional hours per credit: Our current range is between 143-150 hours per credit. To be a viable model, we used the criteria that the model needed to provide at least 130 hours per credit. This represents about a 10% reduction in our current instructional hour range.
- 2) Time for homeroom/tutorial: This has been a consistent and important feature expressed in our Task force meetings, and was also present in the report feedback. Except for TESLA STEM High school, the current range is between 105-140 minutes per week for homeroom/tutorial. Though not required to offer 100 minutes/week, we built this time allocation into each of the adjusted schedule models, which provides a common way to compare models.
- 3) Financial viability: As discussed throughout our Task Force meetings, estimating what our general fund can sustain is challenging in large part to many budget unknowns. Among other things, we have yet to know the impact of the McCleary decision on our district budget. To help us move forward, we determined that the cost of a schedule model should be targeted not exceed \$7 million.

The Task Force discussed these adjusted schedules and prioritized them in rank-order. District staff evaluated the rank-ordered schedule options from the December Task force meeting for transportation system viability and costs along with start and dismissal time implications.

At the January 26 Task force meeting, we will identify 3 schedule options to move forward. We will be building awareness of our current work on schedules and start time implications with K-12 staff, parents, and students. In February, we will gather feedback from K-12 staff, parents, and students to guide a Task Force recommendation.