

# COLLEGE & CAREER READINESS TASK FORCE

# Agenda

- Meeting Overview
- Hanover Report: 3 x 5 Trimester Model
  - ▣ Discuss constituent interests, based on survey results
- Process & Timeline Moving Forward
- Making Options Viable to Move Forward
  - ▣ Criteria used for viability
  - ▣ Original Options/Adjusted Options
  - ▣ Discuss and Prioritize Viable Options
- Next Steps

# Ground rules

- Start/end on time
- Silence and put away cell phones during table activities and discussions
- Ask questions of each other for the purposes of gaining clarity and understanding
- Express yourself in terms of your personal needs and interests and the outcomes you wish to achieve
- Listen respectfully, and sincerely try to understand the other person's needs and interests
- Come with curiosity and willingness to learn

# Meeting Purpose

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- By the end of this meeting, we will have a rank-ordered list of viable, preferred schedule options
- In February, 3 preferred schedule options will move forward for constituent feedback

# Hanover Report: 3x5 Trimester Model

- Discuss constituent interests, based on survey results

# Interest Based Process

- Focuses on:
  - Collaboration
  - Common Interests
  - Trust and respect
  - Building relationships
  - Developing Options
  - Refining options that are aligned to common interests
  - Developing solutions that meet common interests

# Interests

- The underlying motivations that lead someone to take a certain position
- Wants, needs, concerns, fears
- Values
  
- What's behind the person's "position"

# College & Career Readiness Task Force Process

2014-2015

2015-2016

2016-2017



- Study & analyze research
- Research work of neighbor districts
- Review staff/community input
- Seek input from Technical Advisory Team

- Provide feedback on options



- Study & analyze research
- Research work of neighbor districts
- Engage staff/community
- Review staff/community input
- Seek input from Technical Advisory Team

- Provide feedback on options



- Complete options/recommendations by January 2017
- Engage staff/community
- Review staff/community input
- Seek input from Technical Advisory Team
- Provide options/recommendations for LWSD/LWEA bargaining

- Provide feedback on options



- Provide feedback on options



- Provide feedback on options



- Provide feedback on options



2017-2018

- Implement changes



# Hanover Analysis



# Shared Interests, Parameters

**College & Career Readiness Task Force  
Feedback from Community Meetings and Online Survey  
December, 2016**

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

**Additional Constituent Interests**

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

**Task Force Parameters**

1) Meets the minimum basic education requirements for instructional hours/year.
2) Increases instructional time/flexibility within the 24-credit requirement.
3) Increases program access for students.
4) Ensures that students earn credits needed to graduate on time.
5) Provides for a consistent staff work length/day at all levels, K-12.
6) Ensures compatibility/feasibility with district operations and systems (transportation, budget, technology, etc.).

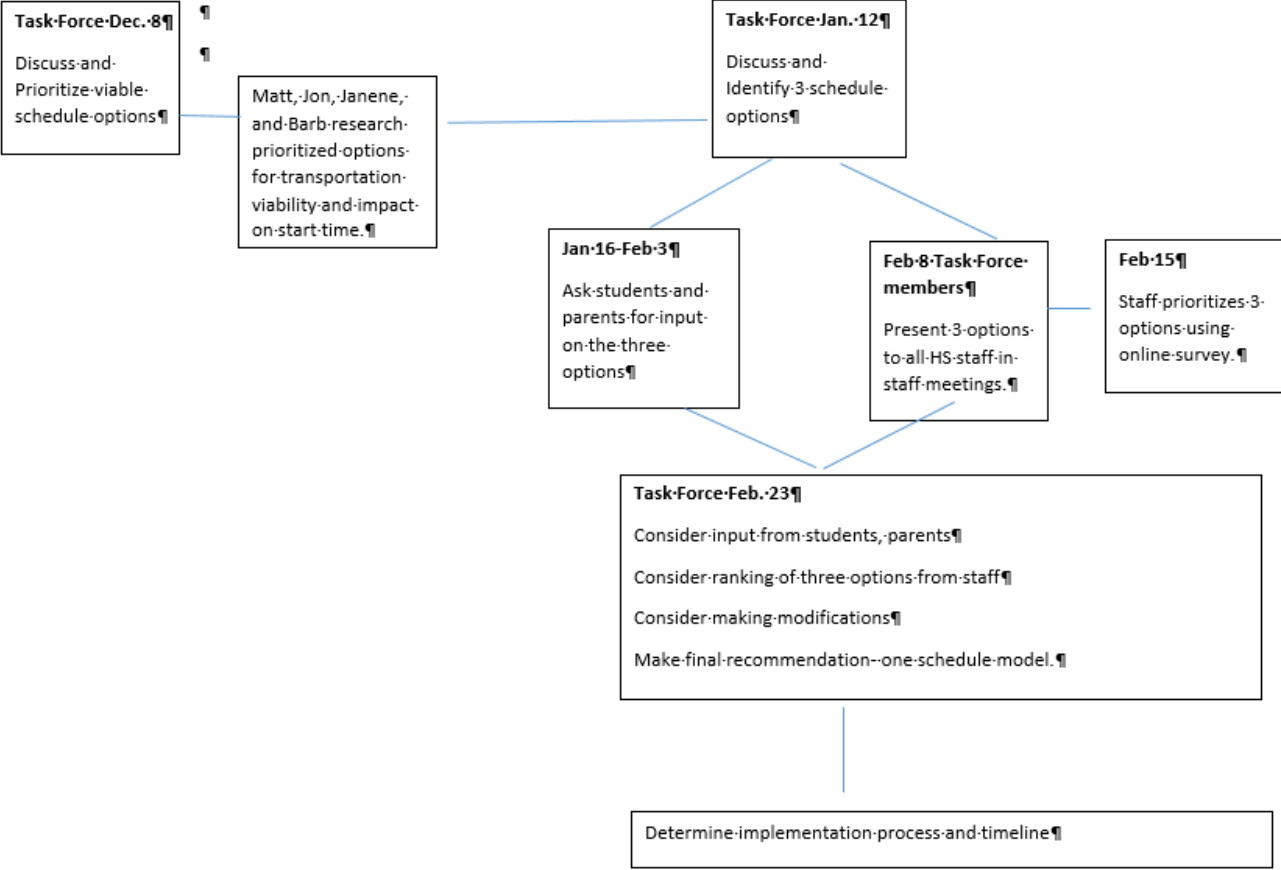
# Hanover Report

- Having reviewed the report, what interests did you learn are important to our constituents?
  - Staff
  - Students
  - Community members



# Process & Timeline Moving Forward

# Process/Timeline



# Making Options Viable to Move Forward

- Criteria used for viability
- Original Options/Adjusted Options
- Discuss and Prioritize Viable Options

# Criteria used for viability

- Credit Hours: Responsive to Constituent Interests
  - ▣ Current range is 143-150 hours
  - ▣ At least 130 hours per credit (represents a 10% reduction)
- Built-in time for Homeroom/Tutorial
  - ▣ Current range is 105-140 (except TESLA)
  - ▣ 100 min/week (To be consistent in comparing schedule models)
- Sustainable Budgetary Cost
  - ▣ Given many budget unknowns
  - ▣ Not to exceed 7 million

# Original Options w/Criteria Applied

College & Career Readiness Task Force  
Option Refinement & Prioritization – Original Options  
December, 2016

Options	Cost not to exceed 7 million	At least 130 hours per credit	Total Credits	Credits	Add Time	Homeroom/Tutorial	Transportation viability	Impact on Start time
Option #1: 7 <sup>th</sup> period Expand K-12 school day by 60 minutes/day, creating a 7 <sup>th</sup> period at 6-12	\$25.6	150	28		60 min/day	100 min/week	Yes	?
Option #1A: 7 <sup>th</sup> period Expand 6-12 school day by 60 minutes/day, creating a 7 <sup>th</sup> period at 6-12; Teachers teach periods 1-6 or 2-7, flex	\$9.3	150	28		60 min/day	100 min/week	?	?
Option #2: 7 <sup>th</sup> period Expand K-12 school day by 30 minutes/day, creating a 7 <sup>th</sup> period at 6-12	\$17.5	137	28		30 min/day	100 min/week	Yes	?
Option #3: 7 <sup>th</sup> period Expand High School day by 30 minutes/day, creating a 7 <sup>th</sup> period for high school only	\$7.3	137	28		30 min/day	100 min/week	?	?
Option #4: 6.5 period Expand K-12 school day by 15 minutes/day, and have a 6.5 period high school day (HS = add 15 minutes and divide day into 6.5 periods)	\$6.7	139	26		15 min/day	100 min/week	Yes	?
Option #5: 7 <sup>th</sup> period Maintain length of school day, shorten current class periods to have 7 periods/day (for 6-12 only)	\$9.3	124	28		No	100 min/week	Yes	?



# Adjusted Options

College & Career Readiness Task Force  
 Option Refinement & Prioritization – Options Adjusted for Viability  
 December, 2016

Options	Cost not to exceed 7 million	At least 130 hours per credit	Total Credits	Add Time	Homeroom/Tutorial	Transportation viability	Impact on Start time
<b>Option #1B: 7<sup>th</sup> period</b> Expand 9-12 school day by 60 minutes/day, creating a 7 <sup>th</sup> period at 9-12; Teachers teach periods 1-6 or 2-7, flex	\$5.2	150	28	60 min/day	100 min/week	?	?
<b>Option #3A: 7<sup>th</sup> period</b> Expand 9-12 High School day by 30 minutes/day, creating a 7 <sup>th</sup> period for high school only	\$6.9	135	28	25 min/day	100 min/week	?	?
<b>Option #5B: 7<sup>th</sup> period</b> Expand 9-12 school day by 15 minutes/day, and have a 6 period block schedule and 7 <sup>th</sup> period at end of day	\$6.3	130	26	15 min/day (9-12 only)	100 min/week	?	?
<b>Option #6: Expand 6 and 7 periods w/transp.</b> Maintain length of school day and expand 6 and 7 <sup>th</sup> period options at high school, with transportation provided	\$1.6	143-150	24-28	No	100 min/week	Yes	?
<b>Option #8: 4 x 8</b> Maintain length of school day, implement 4 x 8 block schedule (for 9-12 only) (8 classes/year, alternating days schedule)	\$6.8	130	32	45 min/day (9-12 only)	100 min/week	?	?

# Process: Discuss and Prioritize Viable Options

- 1) Individual reflection using rubric
- 2) Table discussion using rubric
- 3) Table share-out, including any adjustments needed in schedule models
- 4) Table discussion, post-table share-out
- 5) Individual prioritization using online survey

# Prioritization Rubric Activity

College and Career Readiness Task Force Option Prioritization Activity							
Interests	Option 1B 7 <sup>th</sup> period	Option 3 7 <sup>th</sup> period	Option 5B 7 <sup>th</sup> period	Option 6 Expand 0/7 w T	Option 8 4 x 8	Option 8A 4 x 4	Option 9 3x5 Trimester
1) Ensure every student graduates with 24 required credits, prepared for a post-secondary pathway.							
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# Next Steps

Task Force Meeting: January 12, 2017