

COLLEGE & CAREER READINESS TASK FORCE

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

Agenda



- **Listening Sessions: Update and Next Steps**
- **Discussion of Decision Points: Pros and Cons**
- **Summary/Next Steps**



Listening Sessions: Update and Next Steps

Listening Sessions

Session	Session Participants	Task Force Listeners
March 22	Students - JHS	Joe Joss, Nalini Iyer
March 22	Students - EHS	Kalle Andres, Chris Bede, Matt Livingston
March 23	Staff – LWHS (LWHS, JHS, Emerson, Futures, ICS)	Kalle, Emma Morris, Liz Sirjani, Debbie Ohman
March 24	Staff – RHS (RHS, EHS, TESLA)	Sharon Curry, Barbara Posthumus
March 23	Parents – LWHS (LWHS, JHS, Emerson, Futures, ICS)	Kalle Andres, Liz Sirjani, Leslie Levad, Nalini Iyer
March 24	Parents – RHS (RHS, EHS, TESLA)	Sharon Curry, Leslie Levad

March 31 Kirkland Youth Summit – 6-12 Student Leaders, District-wide schools
(Advice for the Task Force)

Listening Session Protocol

- Session Format:
 - ▣ Introduce participants
 - ▣ Provide brief Task Force context and purpose
 - ▣ Provide Participants with individual reflection sheets
- Facilitated Discussion – 3 questions:
 - 1) Starting with Class of 2019, students are required to graduate with 24 credits. What helps students to stay on track to graduate on time?
 - 2) We have 3 options we are considering. What do you see as the benefits and challenges for each option?
 - 3) What advice would you give the Task Force?
- Feedback collection
 - ▣ Participant comments recorded on easel paper

Listening Session Process

Reviewing High School Schedules

Our Purpose Today

We are meeting with groups of staff, parents, and students to gather your feedback on (x) high school schedule options that we are currently discussing in our Task Force. Your feedback today will help guide our future discussions. Thank you for your willingness to participate!

Background

In 2014 the state legislature passed E2558 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 an 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.

24 Credit Requirements

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.

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

[^] At least one laboratory science
[^] 2.0 lab science, 1.0 nonlab science
^{**} Typically, Algebra I, Geometry, Algebra II. A student may elect to pursue a third credit of high school-level mathematics other than Algebra I, Geometry and a third credit of high school mathematics aligning with a student's interests and High School and Beyond plan.
⁺ 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 education outcome chosen by the student based on the student's interests and High School and Beyond Plan, that may include Occupational, Career and Technical Education, and are intended to provide a focus for the student's learning.

Reviewing High School Schedules

We are meeting with groups of staff, parents, and students to gather your feedback on (x) high school schedule options that we are currently discussing in our Task Force. Your feedback today will help guide our future discussions. Thank you for your willingness to participate!

Question #1:

Starting with Class of 2019, students are required to graduate with 24 credits. What helps students to stay on track to graduate on time?

Question #2:

We have "x" options we are considering. What do you see as the benefits and challenges for each option?

Option	Benefits and challenges for each option?	
	Benefits	Challenges
Option		
Option		
Option		

Question #3:

What advice would you give the Task Force?

Data Analysis: Hanover Research



MY PROJECTS

REPORT LIBRARY

REQUEST PROJECTS



- Provides us with 3rd party non-biased expertise, non-biased
- Analyzes responses to help us identify themes, patterns, trends
- Makes efficient use of our time
- Report to us for May Task Force meeting

Student responses - sampling

- Getting ready for college is really important for students – HS should be important preparation.
- Think about freshman coming into High School – ease in, take care of them, AC time with teachers.
- Make the 4 years fit 24 credits so students are more motivated to pass and not slack off.
- Consider every aspect, students, teachers, teacher's personal lives, health, transportation, school activities, students and teachers sleep and necessities, assemblies, etc.
- Please keep student's interests in mind when choosing, especially extra-curricular activities.
- Every minor decision you make majorly affects our lives and development as people, so please take this seriously. Also, when you are in retirement homes, we are the people who will be (hopefully) taking care of you so our future is your future, good luck!

Staff responses - sampling

- Think about the work/life balance of our students, staff and families – also, think about how we serve students who struggle in school and how we can do credit retrieval without it seeming punitive.
- Think about the effects of the effects! PLEASE have legitimate research supporting whatever you decide to do – staff buy in will be critical!
- Please keep in mind how these schedules will affect all subjects and the sequential learning that is necessary, without which students will have little success. Regular contact time, without dropping content
- I appreciate very much that you are taking the time to research with those most affected (teachers, students, community and parents) rather than just looking at data. I would suggest however having very real, honest conversations with districts using these models. Also please remember those programs that also might be affected such as Futures, Emerson and ICS.

Parent responses - sampling

- Each student must be known and guided by a staff member – for goal setting and monitoring for struggling students.
- Plan carefully, have more input sessions as plan becomes more formalized
- Please take special needs into consideration just as much as AP/Honors classes.
- When a final decision is made, be very open and communicative with parents about what and why!

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Discussion of Decision Points: Pros and Cons

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.

Specific aspects for high school schedules

- End in Mind: “What should high school schedules allow schools to be able to provide?”
- Examples:
 - ▣ Intervention time during the school day
 - ▣ Meaningful senior year: internships, etc.
 - ▣ Signature classes and programs
 - ▣ High School & Beyond Plan work
 - ▣ Additional opportunity to earn credit

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Basic Ed Instructional Hours

Instructional Hours Current Approach

- Instructional Hours per year
 - 1000 hours for K-8
 - 1080 hours for 9-12
 - 1027 hours for K-12 average
- LWSD short term solution: Converted May LEAP day to student day
- Pros and Cons for adding time to the day instead

1,027 Instructional Hours

	School Year	Grades 1-8	Grades 9-12	District Average
2015-16	181 school days 6.5 hours student day less lunch Early release Wed – 90 minutes Half-day Wed Thanksgiving and last day of school	1,026	1,029	1,027
Example A	Increase school day all levels by 5 minutes 180 school days 6.58 hours student day less lunch Early release Wed – 90 minutes Half-day Wed Thanksgiving and last day of school	1,035	1,035	1,035
Example B	No changes to 1-8, add 10 minutes/day to 9-12 180 school days 6.67 hours student day less lunch Early release Wed – 90 minutes Half-day Wed Thanksgiving and last day of school	1,020	1,050	1,030

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Variation Between High School Schedules

High School Schedules

- Currently high school schedules vary across the district
- Pros and Cons for schools having same schedule



Summary/Next Steps

Ad-Hoc Subgroup

- Task: Research, gather information on any other schedule models we have not considered, and plan presentation for the *May* Task Force meeting
- 1 meeting
- Interested ?

Next Meetings

- May 18, 4:00 – 6:00
- June 1, 4:00 – 6:00 (New)