

# 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: Key Findings**
- **Subgroup sharing of other schedule options**
- **HS Principal feedback: Decision points**
- **Discussion of Decision points: Pros and Cons**
- **Individual Poll: Decision points**
- **Summary/Next Steps**



# **Listening Sessions: Key Findings**

# Data Analysis: Hanover Research



MY PROJECTS

REPORT LIBRARY

REQUEST PROJECTS



- Provides us with 3<sup>rd</sup> 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

# Listening Session Analysis

- Section I: On-Track Indicators
  - ▣ Which indicators are aligned with our interests and the features we want to see in a high school schedule?
  - ▣ Which indicators have we missed?
- Section II: Credit Change Options
  - ▣ What benefits did the participants identify for each option?
  - ▣ What challenges did the participants identify for each option?

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# **Subgroup sharing of other schedule options**

# Subgroup work

- Subgroup
  - ▣ Christina Thomas, LWHS Principal
  - ▣ Chris Bede, EHS Principal
  - ▣ Emma Morris, Teacher
  - ▣ Debbie Ohman, Parent
  - ▣ Matt Manobianco
- Met with Scott Seaman, Association of Washington School Principals Association (AWSP)
  - ▣ Conducted year-long research of High School Schedules across the state
  - ▣ Shared Trimester Schedule being implemented in Kelso and Sunnyside





# **HS Principal feedback: Decision points**

# HS Principal Feedback

High School Principals' Meeting Notes  
College & Career Readiness Discussion  
May 10, 2016  
12:00 – 2:00 p.m.

## Task Force Decision Points

- 1) How many credits should we provide students the opportunity to pursue over the course of 4 years?
- 2) Do all high schools need to have the same schedule?
- 3) Should we extend the current school day to meet the required Basic Ed instructional hours?
- 4) Which scheduling options best provide the opportunity for students and staff to meet the interests and aspects of a high school day as identified by the Task Force?

## Summary of Discussion of the Decision Points

- 1) How many credits should we provide students the opportunity to pursue over the course of 4 years?
  - a. All HS principals agreed that we should provide more than 24 credit opportunities
  - b. Five principals think we should provide 32 credits
  - c. Two principals think we should provide 28 credits
  - d. With more than 24 credit opportunities available, all principals agreed we would need to increase the number of credits needed for graduation to exceed 24.
- 2) Do all high schools need to have the same schedule?
  - a. All HS principals agreed to work together to have similar schedules and bell times.
  - b. Pros generated included:
    - i. Provides an opportunity to work better together
    - ii. Increases the opportunities for staff to collaborate – teachers can be in different locations, and Skype in to each other
    - iii. Provides for improved program opportunities
    - iv. Gives students more access to elective choices
    - v. Provides students' abilities to access options
    - vi. Provides ability to offer district-wide, regional electives
    - vii. Reduces the need to focus on "specialty" areas unique to their school, i.e., much the way Signature programs were intended
    - viii. Encourages schools to focus on STEM Signature courses and programs
    - ix. Provides students with access to surplus staff
    - x. Optimizes the use of technology
    - xi. Standardizes the work of credit retrieval – makes this a "district-wide" effort; pool resources, minimizes push-back from individual staff
  - c. Con generated is also an opportunity
    - i. Training needs of staff teaching in different schedule models

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# **Discussion of Decision Points: Pros and Cons**

# Task Force Decision Points

- 1) How many credits should we provide students the opportunity to pursue over the course of 4 years?
- 2) Do all high schools need to have the same schedule?
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# 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

	<b>School Year</b>	<b>Grades 1-8</b>	<b>Grades 9-12</b>	<b>District Average</b>
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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# **Individual Poll: Decision points**



## Summary/Next Steps



# Next Meeting

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- June 1, 4:00 – 6:00