

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

- **Work to Date**
- **Discussion of Decision Question #1: Credits**
- **Listening Session Report: Advice for Task Force**
- **Advice to the HS Principal subgroup**
- **Summary/Next Steps**



Work to Date

Task Force Purpose

- 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.

Parameters for Options/Recommendations

- 1) Meets the minimum basic education requirements for instructional hours/year
- 2) Increases instructional time/flexibility within the 24-credit College and Career Ready Framework
- 3) Increases program access for students
- 4) Ensures that students earn credits needed to graduate on time (includes dropout prevention, credit retrieval)
- 5) Provides for a consistent staff work length/day at all levels, K-12
- 6) Incorporates input from all constituent groups into development of options/recommendations
- 7) Ensures compatibility/feasibility with district operations and systems (transportation, budget, technology, etc.)

Work to Date

- Identified our interests
- Conducted extensive research
 - ▣ State graduation requirements, state instructional hours requirements
 - ▣ National high school schedule models
 - ▣ Neighbor districts' high school schedule models
- Developed potential scheduling options
 - ▣ Prioritized options to top 3
- Conducted listening sessions for feedback on the 3 prioritized scheduling options
- Reviewed analysis of the feedback

The slide features a decorative header with a blue horizontal bar at the top and a larger blue bar below it. To the left of the blue bars are two orange rectangular blocks of different sizes. The text "Discussion of Decision Question #1: Credits" is centered within the blue bar.

Discussion of Decision Question #1: Credits

Schedule Options

Option 1	Maintain the length of the current school day. Students take six 50-minute classes each day. Expand options for extra 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.
Option 2	Maintain the length of the current school day. Students take four 90-minute classes each day and earn 4 credits per semester. Students take four different 90-minute classes in second semester. Total credits earned in one year = 8 credits.
Option 3	Maintain the length of the current school day. Students take eight 90-minute classes per year that meet on alternating days throughout the year. Students are in four classes each day. Total credits earned in one year = 8 credits.

Data Analysis: Hanover Research



Listening Session Analysis

- **Section I: On-Track Indicators**
 - ▣ **What factors help students to stay on track to graduate on time?**
- **Section II: Scheduling Options**
 - ▣ **What are the benefits and challenges of each option?**
- **Section III: Advice for Task Force**
 - ▣ **What advice do you have for the Task Force as we continue our work?**

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. Increases 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

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?



Listening Session Report: Advice for Task Force

Listening Session Analysis

- Section I: On-Track Indicators
 - ▣ What factors help students to stay on track to graduate on time?
- Section II: Scheduling Options
 - ▣ What are the benefits and challenges of each option?
- **Section III: Advice for Task Force**
 - ▣ **What advice do you have for the Task Force as we continue our work?**

Advice to the HS Principal subgroup

Given the number of credits we recommend, what advice for the principals as they refine scheduling options?



Summary/Next Steps

Next Steps

- Meeting invites for 2016-17 will be sent via Outlook this week
- Summer Reading: Review the reports on school start time that will be e-mailed to you