

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

- Overview of Task Force Timeline & Charge
- Review Task Force Problem-Solving Process
- Review Task Force Common “Interests”
- Brainstorm “Options” for:
 - ▣ Meeting state-required instructional hours
 - ▣ Enabling students to graduate with 24 credits
- Summary/Next Steps



Task Force Timeline & Charge

Task Force Tasks

- Review the impacts of the new state 24 credit graduation requirement policies that start with the Class of 2019 and beyond
- Review neighboring school districts' high school schedules and their work done to date on this topic
- Analyze the pros and cons for a 7 period day by researching districts that have implemented a 7 period day
- Review and analyze other ways to expand options for grades 9-12
- Study and analyze school schedule and start time implications
- Conduct community engagement processes to inform the group's work and to ensure an understanding of the larger community's desires and priorities
- Develop options, solicit feedback and refine options
- Identify options to be used in bargaining new LWSD/LWEA contract

Task Force Timeline: Phase I – 24 credits

March 2015 – December, 2015

Review Changes in State Law

- State Instructional Hours Requirement
- 24 Credit Graduation Requirements

Develop Common “Interests”

- Underlying Motivations
- Values

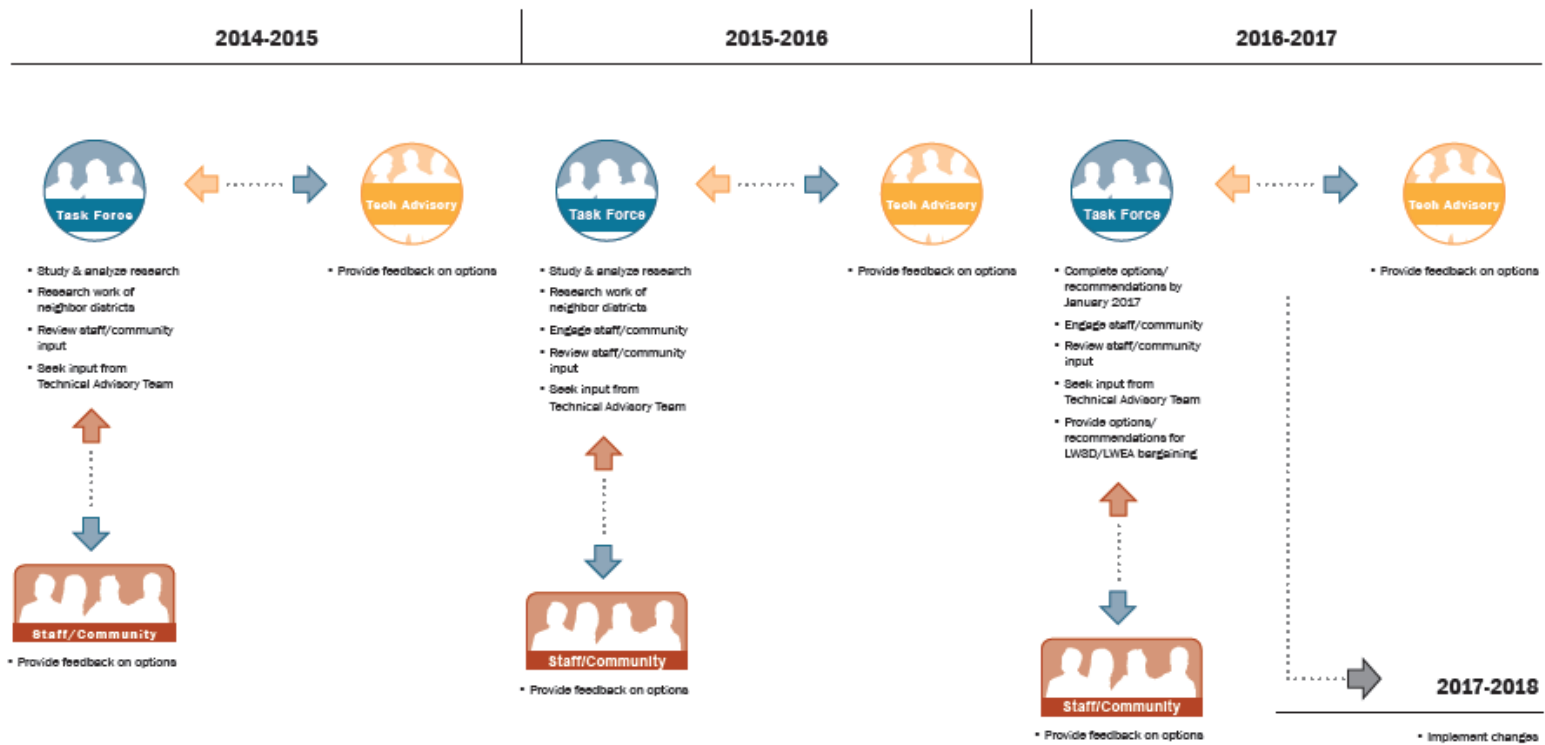
Review of the Research

- Various articles: Expanding School Time
- Neighbor Districts’ High School Schedules
- LWSD High School Current Schedules & Strategies
- High School Scheduling Models (Hanover)
- Flexible High School Schedule Options besides 7 period day (Hanover)

Task Force Process



College & Career Readiness Task Force Process



Task Force Timeline: Phase I – 24 credits

January, 2016	<ul style="list-style-type: none">• Develop Options• Confirm feasibility of various options – technical support team
February - March, 2016	<ul style="list-style-type: none">• Identify viable Options• Engage stakeholders – conduct Focus groups with staff, students, parents• Refine Options based on feedback• Engage stakeholders - conduct online surveys
April, 2016	<ul style="list-style-type: none">• Refine Options based on feedback
May - June, 2016	<ul style="list-style-type: none">• Develop & Share Recommendation

Parameters

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

Task Force Timeline: Phase II – School Start Times

January – May, 2016	<ul style="list-style-type: none">• Review of the Research
September, 2016	<ul style="list-style-type: none">• Develop Options• Confirm feasibility of various options – technical support team
October - November, 2016	<ul style="list-style-type: none">• Select viable Options• Engage stakeholders – conduct Focus groups with staff, students, parents• Refine Options based on feedback• Engage stakeholders - conduct online surveys
December, 2016 – January, 2017	<ul style="list-style-type: none">• Refine Options based on feedback• Develop & Share Recommendation

College and Career Readiness Planning Process

Short –Term Plan

□ Task

- Update graduation requirements policy to reflect 24 credit requirement for the class of 2019 and beyond and implement the 24 credit requirement for class of 2019 and beyond.
- Update course catalogs to reflect new graduation requirements.
- Continue 1.0 FTE allocation for zero and 7 period opportunities in 2015-16.
- Develop plan to meet the new Basic Education hour requirement (1027) for 2015-16 implementation.

□ Timeline

- October 2014 – February 2015

□ Process

- High school principals group
- LWEA (calendar)

□ Communication

- Connections
- Course catalogs

□ Stakeholder engagement

- Community Meetings/on-line opportunity

□ Board action

- December 2014

The screenshot displays the Washington State Department of Education's website for the Class of 2019 graduation requirements. At the top, a navigation bar shows years from 2013 to 2019, with 2019 highlighted. Below this is a large banner for 'Graduation Requirements' with a graduation cap icon. A text box explains that users should click on their year to see state requirements, noting that students are assigned an expected graduation year based on when they enter ninth grade (WAC 180-51-035). A 'Staff Contact: Linda Drake' box is visible on the right. The main content area is titled 'State Requirements for the Class of 2019' and specifies the cohort as students entering 9th grade from July 2015 through June 2016. A yellow box lists the requirements: Credits: 24, Non-Credits: High School & Beyond Plan, Washington State History, and Assessments: 3. A note states that districts may have local requirements and that students should check with school counselors. Another note mentions that districts implementing the 24-credit requirements for the Class of 2019 or Class of 2021 may apply for a delay of up to two years. At the bottom, a 'Credit Requirements' section states 'Total number of credits: 24'.

Short Term Plan

- Converted May LEAP Day to 1 student day
- 181 Student Days
- 1027 hours K-12 District average

College and Career Readiness Planning Process

Long –Term Plan

□ Task

- 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.

□ Timeline

- February 2015 - January 2017

□ Process

- Representative task force

□ Communication

- *Connections*
- Dedicated webpage:
 - www.lwsd.org

□ Stakeholder engagement

- Surveys, TBD

□ Board action

- Potential in 2017 (for implementation in 2017-18)

The screenshot shows the Washington State Department of Education's website for the Class of 2019 graduation requirements. At the top, there is a navigation bar with years 2013 through 2019, with 2019 highlighted. Below this is a large heading "Graduation Requirements" with a graduation cap icon. A paragraph explains that users should click on their year to see state graduation requirements, which are assigned based on the year they enter ninth grade (WAC 180-51-035). A "Staff Contact: Linda Drake" box is visible on the right. Below the main heading, there is a section for "State Requirements for the Class of 2019" with a cohort of students entering 9th grade from July 2015 through June 2016. A yellow box highlights the "2019 Graduation Requirements": Credits: 24, Non-Credits: High School & Beyond Plan, Washington State History, and Assessments: 3. A note mentions that districts may have local requirements and should check with school counselors. Another note states that districts may apply for a delay of up to two years in implementing the 24-credit requirements. At the bottom, it says "Credit Requirements" and "Total number of credits: 24".

Long Term Plan

- College & Career Readiness Task Force
 - ▣ Review other ways to meet the state instructional hours requirement
 - ▣ Review the impacts of the new state 24 credit graduation requirement policies
 - ▣ Review high school schedules, including 7 period day and other ways to expand options for grades 9-12

Problem-Solving Approach

- Define the Task
- Identify Interests
- **Generate Options**
- Evaluate Options
- Develop Straw Design Proposal
- Reach Agreement

Identify Interests – Ask “Why?”

- What are the underlying motivations?
- What are the core needs we are trying to satisfy?

Group Interests

College & Career Readiness Task Force
 Group Interests - Refined Draft Based on April 22, 2015 Meeting
 June 3, 2015 Meeting

Task Force Charge:

- 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
- Study and analyze school schedule and start time implications

1. Provide for differentiation that allows individual exploration of interests and post-graduate pathways. *add here*
2. Provide for student choices and organizational flexibility in school and life.
 - a. Provide a flexible approach, with equitable access to meet the needs of all students.
 - b. Provide for choice and flexibility in classes and pathways. *(same as #1)*
 - c. Provide for student choice to meet graduation requirements.
3. Ensure that students are given the opportunity to take classes of interest and receive appropriate levels of rigor and support during the school day.
 - a. Provide for flexible approaches that support the school community and meet the needs of individual students.
 - b. Provide for flexible time in the day to meet the individual needs of students (IEP, intervention, enrichment, High School and Beyond) *define rigor?*
4. Make effective and efficient use of rigorous instructional time.
5. Ensure that teachers are given the opportunity for professional development, vertical and horizontal collaboration so they can deliver innovative, varied, and flexible courses that meet the needs of a diverse student body. *Seems directed toward 'Common Core', NOT 'Core 24'*
6. Maximize the resource of time to achieve successful short and long term outcomes that factor in the whole child.

for continuous collaboration and feedback between teachers and students.
 and staff reach each student at his/her own level (connectedness).
 for all stakeholders

College & Career Readiness Task Force
 Group Interests - Refined Draft Based on April 22, 2015 Meeting
 June 3, 2015 Meeting

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Task Force Charge:

- 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
- Study and analyze school schedule and start time implications

1. Provide for differentiation that allows individual exploration of interests and post-graduate pathways. *? - refer to 2a/b*
2. Provide for student choices and organizational flexibility in school and life.
 - a. Provide a flexible approach, with equitable access to meet the needs of all students.
 - b. Provide for choice and flexibility in classes and pathways.
 - i. Provide for student choice to meet graduation requirements (an outcome) and for students to achieve long-term goals (post-secondary choice)
 - ii. Students are given the opportunity to take classes of interest and receive levels of rigor and support during the school day.
 - iii. Flexible approaches that support the school community and meet the needs of students (IEP, enrichment, High School and Beyond)
3. Ensure that students are given the opportunity to take classes of interest and receive appropriate levels of rigor and support during the school day.
 - a. Provide for flexible approaches that support the school community and meet the needs of individual students.
 - b. Provide for flexible time in the day to meet the individual needs of students (IEP, intervention, enrichment, High School and Beyond)
4. Make effective and efficient use of rigorous instructional time.
 - use of rigorous instructional time. (3c)
 - protect systems of collaboration & p.d. ent / protecting this time - this is opportunity for professional development, vertical and horizontal collaboration so they can deliver innovative, varied, and flexible courses that meet the needs of a diverse student body.
 - C, IEP - retain, but this falls under instructional time
 - successful short and long term outcomes that factor in requirements
5. Ensure that teachers are given the opportunity for professional development, vertical and horizontal collaboration so they can deliver innovative, varied, and flexible courses that meet the needs of a diverse student body.
6. Maximize the resource of time to achieve successful short and long term outcomes that factor in the whole child.

for continuous collaboration and feedback between teachers and students.
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Our Collective Interests

- 1) Ensure every student graduates with 24 required credits, prepared for a post-secondary pathway.
- 2) Provide differentiation for individual student exploration of interests.
- 3) Provide for student choice and flexibility in classes and pathways.
- 4) Provide equitable access to meet the needs of all students.
- 5) Provide flexible time in the day for students to receive appropriate support - time for intervention, enrichment, the High School & Beyond Plan, etc.

Generate Options – Ask “How”

- Brainstorm possible solutions
- Jointly create possibilities that satisfy all interests
- Separate inventing from judging

Generate Options

Is

- Brainstorming possibilities
- Focusing on meeting interests
- Separating inventing from judging

Is not

- Advocating for a particular answer
- Lobbying for my solution
- Persuading others of my viewpoint

Generate Options Process

- Individual reflection
- Table Group Share
- Table Group Record
- Table Group Share-Out

Generate Options Individual Reflection

College & Career Readiness Task Force
January 28, 2016
Generating "Options"

Interests:	Parameters for Options/Recommendations:
<ol style="list-style-type: none">1. Ensures every student graduates with 24 required credits, prepared for a post-secondary pathway.2. Provides differentiation for individual student exploration of interests.3. Provides for student choice and flexibility in classes and pathways.4. Provides equitable access to meet the needs of all students.5. Provides flexible time in the day for students to receive appropriate support - time for intervention, enrichment, the High School & Beyond Plan, etc.	<ul style="list-style-type: none">• Meets the minimum basic education requirements for instructional hours/year• Increases instructional time/flexibility within the 24-credit College and Career Ready Framework• Increases program access for students• Ensures that students earn credits needed to graduate on time (includes dropout prevention, credit retrieval)• Provides for a consistent staff work length/day at all levels, K-12• Incorporates input from all constituent groups into development of options/recommendations• Ensures compatibility/feasibility with district operations and systems (transportation, budget, technology, etc.)



Summary/Next Steps

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Next Meeting

- February 17, 4:00 – 6:00