

# 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
- High School Scheduling Model Discussion
  - ▣ High School Principals' scheduling models & rationale
  - ▣ Operational issues for consideration
  - ▣ Task Force feedback: Pros/Cons for each
  - ▣ Task Force Decision- Making Process
- Next Steps: Community Engagement for Feedback
  - ▣ Community meetings
  - ▣ Online survey

# 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.)

# 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.

# Advice for the Task Force

- Develop a schedule that is simple and easy to understand
- Maintain clear communication and solicit feedback from all stakeholders
- Consider the unique needs and impacts of all student groups
- Consider the social, emotional needs of students
- Learn from other districts who have or are doing similar schedule options
- Consider alternative credit options – internships, externships, etc.
- Consider how the schedule affects the scope and sequence for various subjects

*From Listening Sessions Summary Report*

# Task Force Advice to High School

- How many credits should we provide students the opportunity to pursue over 4 years?
  - ▣ 4 members                      28 credits
  - ▣ 19 members (83%)        32 credits
  
- What advice for the principals as they continue working on scheduling models?



# Task Force Advice to High School Principals

## College and Career Readiness Task Force Meeting Notes June 1, 2016

**Decision Point #1: How many credits should we provide students the opportunity to pursue over the course of 4 years?**

28 credits      4 members  
32 credits      19 members (83%)

### Advice for the Task Force from the Listening Session participants:

- Develop a schedule that is simple, and easy to understand
- Maintain clear communication and solicit feedback from all stakeholders
- Consider the unique needs and impacts of all student groups
- Learn from other districts who have or are doing similar schedule options
- Consider alternative credit options – internships, externships, etc.
- Consider how the schedule affects the scope and sequence for various subjects

### Advice for Principals from the Task Force members:

- Think about what's best for kids
- Win-win/ what options/schedule can meet the most stakeholder needs and interest
- Make sure there's a net gain that we make things better
- Look at the task as a positive opportunity, not as something that must be begrudgingly done – this is an opportunity to not only meet graduation requirements but reimagine student enrichment and potential
- Forget your preferences; consider all options
- Trust your instincts and experience
- Strike a balance between your experience and expertise and what the task force has discussed
  - Maintain and challenge assumptions
  - Allow flexibility among schools
  - Consider legal requirements
  - Prioritize interventions and support
  - Make it normal to take more than 4-5 classes at a time each semester?
  - Increase student's ability to access the range of choices offered by our high schools
  - 7<sup>th</sup> period option with a 6 period day rotating through
  - Increase student's ability to access the range of choices offered by our high schools
  - Make staff part of the process
  - Involve the "big picture" people in your processing of the options
  - Do not lose intervention time
  - Do not increase opportunities for anxiety

# Schedule model: 4 x 4

John Patton, South Whidbey High School

# Scheduling Model: 4 x 4

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- Maintain the length of the current school day
- Students take four 80-minute block classes each day and earn 4 credits per semester
  - 1 credit = 120 hours
- Students take four different 80-minute classes in second semester
- Total 8 credits earned in one year
- Available slots over 4 years = 32 slots
- Credit requirements must increase

Mon	Tues	Wed	Thurs	Fri
<b>Semester 1</b>				
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
<b>Semester 2</b>				
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8

# Schedule model: 4 x 8

Joni Hall, Todd Beamer High School, Federal Way

# Scheduling Model: 4 x 8

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- Maintain the length of the current school day
- Students take eight 80-minute classes per year that meet on alternating days throughout the year
  - 1 credit = 120 hours
- Students are in four classes each day.
- Total 8 credits earned in one year
- Available slots over 4 years = 32 slots
- Credit requirements must increase

Mon	Tues	Wed	Thurs	Fri
<b>Week 1</b>				
1	5	1	5	1
2	6	2	6	2
3	7	3	7	3
4	8	4	8	4
<b>Week 2</b>				
5	1	5	1	5
6	2	6	2	6
7	3	7	3	7
8	4	8	4	8

# Schedule model: Trimester

John Gummel, Kelso High School

# Scheduling Model: 5 period Trimester

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- Maintain the length of the current school day
- Students take five 70-minute classes each day
- 1 trimester = 12 weeks
- 1 trimester course = .5 credit
- 1 credit = 140 hours
- Available slots over 4 years = 30 slots
- Credit requirements must increase

Monday	Tuesday	Wednesday	Thursday	Friday
<b>1<sup>st</sup> Trimester</b>				
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
<b>2<sup>nd</sup> Trimester</b>				
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
<b>3<sup>rd</sup> Trimester</b>				
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5



# Trimester models



# Process: High School Scheduling Models

- High School Principals present scheduling models and provide rationale for each one
- Barbara Posthumus presents Operational issues for consideration
- Task Force discusses Pros/Cons for each model
- Task Force uses Decision-Making Process to determine which models are part of Community meetings and online survey



# Task Force Decision-Making Process

# Consensus

- Defined:
  - ▣ General Agreement. Group solidarity of belief or sentiment
  - ▣ Agreement in the judgment or opinion reached by a group as a whole
  - ▣ Latin: To feel together
- We will use 'Near Consensus' for decision-making

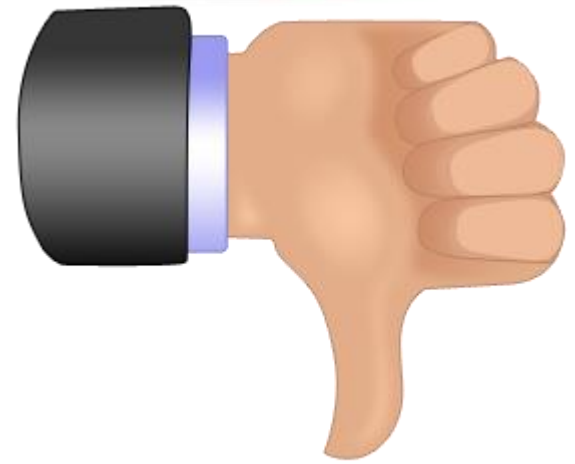
# Voting



Support



Support with  
reservations

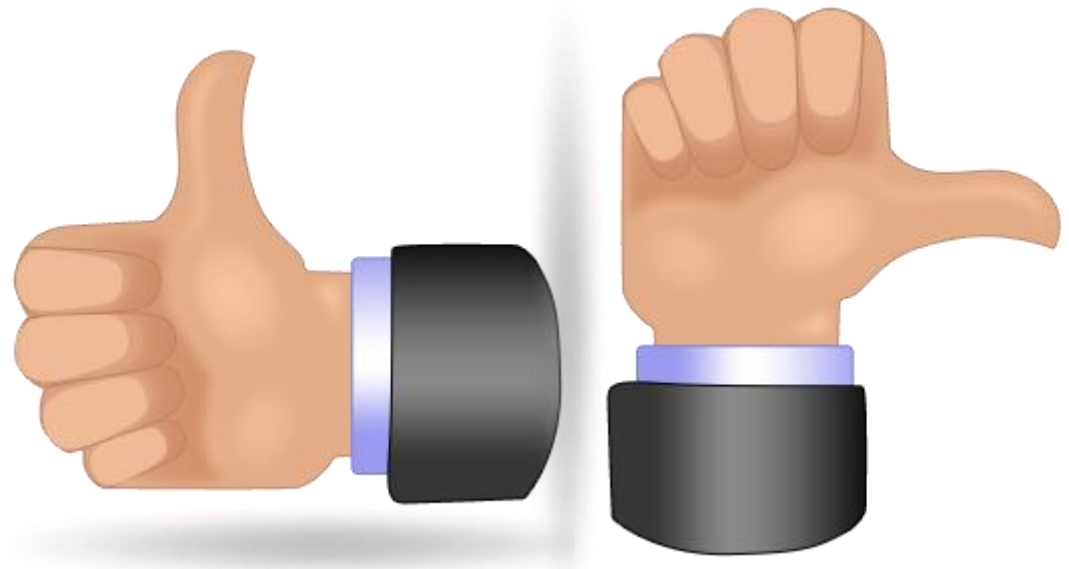


Not in Support

# Near Consensus

## □ 40 Voting Participants

%	Votes
100%	40
90%	39
<b>80%</b>	32
70%	28



80% is considered  
Near consensus



## **Next Steps: Community Engagement**

# 4 Community meetings

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- October 19 Eastlake HS
- October 26 Lake Washington HS
- October 27 Juanita HS
- November 3 Redmond HS

# Online Survey

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- October 17 – November 4