

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

- **Meeting Overview**
 - Review Task Force Process & Timeline
 - Review Listening Session process and schedule for stakeholder sessions – students, parents, staff
- **Phase I – 24 credits: Refine Options**
 - Review models/options from February meeting that meet state instructional hours requirements and provide flexibility for students to successfully earn 24 credits to graduate
 - Table group discussion of top 3 options from February poll
 - Prioritize options
- **Develop “straw design” for top 3 prioritized options**

Meeting Overview

- Review Task Force Process & Timeline
- Review Listening Session process and schedule for stakeholder sessions – students, parents, staff

Task Force Timeline

Task Force Timeline: Phase I – 24 credits

March 2015 – June 2016	
Review Changes in State Law	<ul style="list-style-type: none"> State Instructional Hours Requirement 24 Credit Graduation Requirements
Develop Common "Interests"	<ul style="list-style-type: none"> Underlying Motivations, Values Various articles: Expanding School Time Neighbor Districts' High School Schedules & Strategies LWSD High School Scheduling Models (Manover) High School Scheduling Options besides 7 Flexible High School Schedule Options besides 7 period day (Manover)
Review of the Research	<ul style="list-style-type: none"> Options that meet interests, parameters, and reflect what was learned from the research
Develop & Prioritize "Options"	<ul style="list-style-type: none"> Conduct listening sessions with stakeholder groups Conduct surveys Based on feedback from engagement strategies
Use engagement strategies	
Develop recommendations	

Task Force Timeline: Phase II – School Start Time

September - December 2016	
Review of the Research	<ul style="list-style-type: none"> Benchmarking High School Start Times for Adolescents (A) School Start Times for Pediatrics) Academy of Pediatrics) Examining the Impact of Later High School Start Times (Walt) High School Students (Walt) School Start Time Changes of School Districts in the Neighbor Districts' H
Develop & Prioritize "Options"	<ul style="list-style-type: none"> Options that meet what was learned
Use engagement strategies	<ul style="list-style-type: none"> Conduct listening sessions Conduct surveys Based on feedback
Develop recommendations	

College and Career Readiness Taskforce Timeline: February – June, 2016

Phase I: 24 Credits

February 17, 2016	Task Force Meeting: <ul style="list-style-type: none"> Discuss options and prioritize
March 16, 2016	Task Force Meeting: <ul style="list-style-type: none"> Continue to discuss options and prioritize
March 22-24	Listening Sessions
April 13, 2016	Stakeholder engagement of Phase I Options – School Schedules and 24 credits <ul style="list-style-type: none"> Conduct Listening sessions with students, staff, parents
April 25-May 6	Task Force Meeting: <ul style="list-style-type: none"> Refine Options based on Listening Session feedback Develop "straw designs" for Options Phase I: School Schedules and 24 credits
May 18, 2016	Stakeholder engagement of Phase I Options – School Schedules and 24 credits <ul style="list-style-type: none"> Online survey for 8-12 students and parents; 9-12 staff and administrators
June TBD	Task Force Meeting: <ul style="list-style-type: none"> Review Options based on survey feedback Develop Recommendations for phase I: School Schedules and 24 credits
	Task Force Meeting: TBD

Listening Session Timeline

College & Career Readiness Task Force
Phase I: Instructional Hours and 24 Credits
Listening Sessions

Date	Time	Session Participants	Location	Invitees
March 22 Tuesday	8:00 – 9:30	Students	JHS – room 154	15 students – mixed grades
March 22 Tuesday	10:30 - noon	Students	EHS – room C228	15 students – mixed grades
March 23 Wednesday	4:00 – 5:30	Staff	LWHS – Library	21 staff 6 – LWHS 6 – JHS 3 – ICS 3- Futures 3 – Emerson
March 23 Wednesday	6:30 – 8:00	Parents	LWHS – Library	21 parents 6 – LWHS 6 - JHS 3 – ICS 3 - Futures 3 – Emerson
March 24 Thursday	4:00 – 5:30	Staff	RHS – Library preferred	20 staff 8 – RHS 8 - EHS 4 – TESLA
March 24 Thursday	6:30 – 8:00	Parents	RHS – Library preferred	20 parents 8 – RHS 8 - EHS 4 – TESLA

Listening Session Protocol

- Session Format:
 - ▣ Introduce participants
 - ▣ Provide brief 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 “x” 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 E255B 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	3.0	2.0 [^] ^{^^}
Arts	1.0	(1 can be PPR)
Physical Education (P.E.)	1.5 ^{^^}	0.5
Health	0.5	1.0
Occupational/Career & Technical Education	1.0	4.0
Electives	4.0	22.0
Total		24.0

- [^] At least one laboratory science
- ^{^^} 2.0 lab science, 1.0 non-lab 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.
- ^{***} A student may request to be excused from P.E. under certain conditions, per state law 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 Beyond plan.
- ^{^^^} Personalized Pathway Requirements (PPR) are related courses that lead to a specific post-high school career or education pathway chosen by the student based on the student's interests and High School and Beyond Plan, that may include Occupational/Career & 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?



February meeting recap

Revised 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.



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

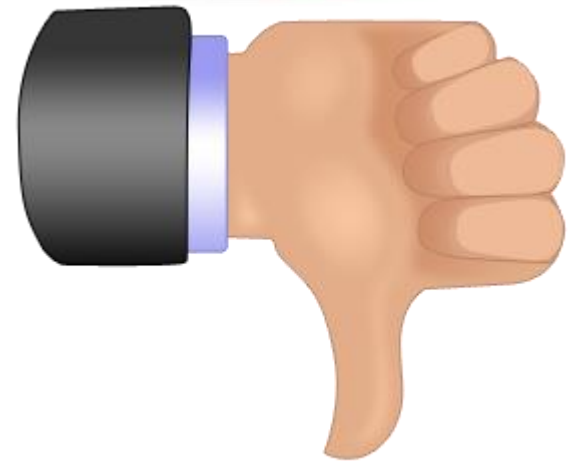
Voting



Support



Support with
reservations

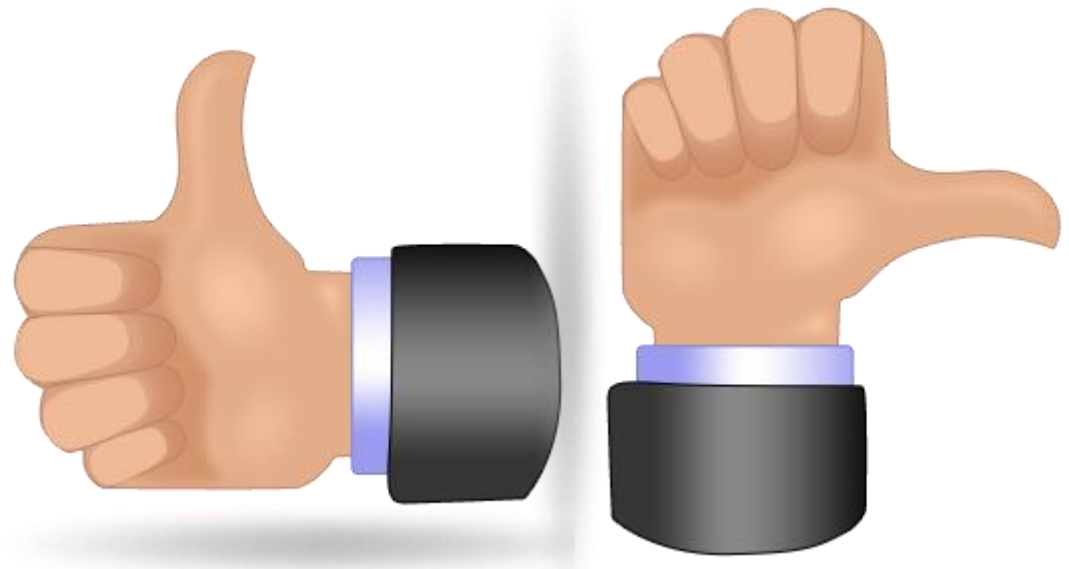


Not in Support

Near Consensus

□ 40 Voting Participants

%	Votes
100%	40
90%	39
80%	32
70%	28



80% is considered
Near consensus



Prioritize Options

Problem-Solving Approach

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

Evaluate Options - Process

- 1) **Review New Information:**
 - a) Review list of 8 options framed at a global level developed from January meeting brainstormed options
 - b) Review potential costs associated with each option
- 2) **Conduct Initial Prioritization:**
 - a) Prioritize options based on Interests & Parameters – individual rank order
 - b) Have a table discussion of how you prioritized the options
- 3) **Conduct Post-table discussion Prioritization:**
 - a) Individually prioritize the options using an electronic survey tool
 - b) See the whole group's results of prioritization

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.)**

Parameters - Costs

- Each of these options, with the exception of Option #7, will require a re-prioritization of how we are currently spending our budget
- The impact on the budget will vary depending on the option
- \$\$\$\$\$ = most costly option/impact

Options – Summary of Options

College & Career Readiness Task Force
Phase I: Instructional Hours & 24 Credits - Options

Options	Instructional Hours	Credit Hours	Student Day	Teacher Day	Credits	Implications	Potential New Costs
Option #1 Expand school day by 60 minutes/day, creating a 7 th period at 6-12	142 – 7 hr. days 36 – 5.6 hr. days 2 – 3 hr. days Total: 1201.6 hours	1 credit = 155 hours	7 hours	8 hours	28	<ul style="list-style-type: none"> Cost to add 60 minutes to school day, K-12 Need to hire additional teachers 	\$5555
Option #2 Expand school day by 30 minutes/day, creating a 7 th period at 6-12	142 – 6.5 hr. days 36 – 5.1 hr. days 2 – 3 hr. days Total: 1112.6 hours	1 credit = 144 hours	6.5 hours	7.5 hours	28	<ul style="list-style-type: none"> Cost to add 30 minutes to school day, K-12 Need to hire additional teachers 	\$555
Option #3 Expand High School day by 30 minutes/day, creating a 7 th period for high school only	142 – 6.5 hr. days 36 – 5.1 hr. days 2 – 3 hr. days Total: 1112.6 hours	1 credit = 144 hours	6.5 hours	7.5 hours	28	<ul style="list-style-type: none"> Cost to add 30 minutes to school day, 9-12 only Need to hire additional teachers 	\$55
Option #4 Expand school day by 15 minutes/day, and have a 6.5 period high school day (HS = add 15 minutes and divide day into 6.5 periods)	142 – 6.25 hr. days 36 – 4.85 hr. days Total: 1068.1 hours	1 credit = 147 hours	6.25 hours	7.25 hours	24-28	<ul style="list-style-type: none"> Cost to add 15 minutes to school day, K-12 Need to hire additional teachers Provide academic bus for transportation 	\$5
Option #5 Maintain length of school day, shorten current class periods to have 7 periods/day (for 6-12 only)	143 – 6 hr. days 36 – 4.6 hr. days 2 – 3 hr. days Total: 1027 hours	1 credit = 133 hours	6 hours	7 hours	28	<ul style="list-style-type: none"> Need to hire additional teachers Provide academic bus for transportation 	\$
Option #6 Maintain length of school day and expand 0 and 7 th period options at high school, with transportation provided	143 – 6 hr. days 36 – 4.6 hr. days 2 – 3 hr. days Total: 1027 hours	1 credit = 155 hours	6 hours	7 hours	24-28	<ul style="list-style-type: none"> Need to hire additional teachers Provide academic bus for transportation 	\$
Option #7 – Status Quo Maintain length of school day and offer 0 and 7 th period options as currently exists	143 – 6 hr. days 36 – 4.6 hr. days 2 – 3 hr. days Total: 1027 hours	1 credit = 155 hours	6 hours	7 hours	24-28	<ul style="list-style-type: none"> Maintain current costs for additional teachers needed for 0 and 7 periods 	Current budgeted costs
Option #8 Maintain length of school day, implement 4 x 4 block schedule (for 9-12 only)	143 – 6 hr. days 36 – 4.6 hr. days 2 – 3 hr. days Total: 1027 hours	1 credit = 120 hours	6 hours	7 hours	32	<ul style="list-style-type: none"> Need to hire additional teachers Significant reduction in instructional hours per credit earned 	\$5

Potential New Costs Key: \$5555 = most costly option/impact on district

Evaluate Options & Prioritize

College & Career Readiness Task Force Phase I: Instructional Hours & 24 Credits – Prioritization of Options

Options	Interests					Parameters					Priority Rank Order 1-8	
	Ensure every student graduates with 24 required credits, prepared for a post-secondary pathway.	Ensure flexibility and student choice in the exploration of their interests and pathways.	Ensure that all students can access the educational opportunities that meet their needs.	Provide flexible time to meet the needs of individual students and the school community.	Structure the school day to ensure efficient and effective use of student and teacher time.	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		Ensures compatibility/feasibility with district operations and systems (transportation, budget, technology, etc.)
Option #1 Expand school day by 60 minutes/day, creating a 7 th period at 6-12												
Option #2 Expand school day by 30 minutes/day, creating a 7 th period at 6-12												
Option #3 Expand High School day by 30 minutes/day, creating a 7 th period for high school only												
Option #4 Expand school day by 15 minutes/day, and have a 6.5 period high school day (HS = add 15 minutes and divide day into 6.5 periods)												
Option #5 Maintain length of school day, shorten current class periods to have 7 periods/day (for 6-12 only)												
Option #6 Maintain length of school day and expand 0 and 7 th period options at high school, with transportation provided												
Option #7 – Status Quo Maintain length of school day and offer 0 and 7 th period options as currently exists												
Option #8 Maintain length of school day, implement 4 x 4 block schedule (for 9-12 only)												

Interest/Parameter Met +
Interest/Parameter Not Met -

Options prioritization: February

Legend	Dataset 1										
Responses	Rank								Weighted Score	Relative Weighted Score	Overall Rank
	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6	Rank 7	Rank 8			
Option 1	0	2	2	1	2	3	7	8	70	41.42	8
Option 2	1	2	3	3	1	6	8	1	94	55.62	6
Option 3	3	3	3	6	3	6	0	1	124	73.37	3
Option 4	0	3	6	4	4	3	4	1	111	65.68	4
Option 5	1	3	2	4	6	2	1	6	99	58.58	5
Option 6	7	7	2	2	4	2	1	0	151	89.35	2
Option 7	0	1	4	3	3	3	4	7	82	48.52	7
Option 8	13	4	3	2	2	0	0	1	169	100.00	1
(Did not answer)											0
Total Responses											25

Phase I – 24 credits: Refine Options

- Review models/options from February meeting
- Table group discussion of top 3 options from February poll
- Prioritize options

Evaluate Options - Process

1) Review New Information:

- a) Review list of 11 options framed at a global level developed from January meeting brainstormed options
- b) Review potential costs associated with each option

2) Conduct Initial Prioritization:

- a) Prioritize options based on Interests & Parameters – individual rank order
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3) Conduct Post-table discussion Prioritization:

- a) Individually prioritize the options using an electronic survey tool
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Develop Straw Designs

Develop Straw Designs

- A “straw design” is a draft proposal
 - Addresses interests
 - Aligns with parameters
 - Captures the details

- For top 3 prioritized options



Summary/Next Steps

Next Meeting

- April 13, 4:00 – 6:00