

Marysville School District High School Schedule Advisory Committee

Monday, March 27th, 2017



Marysville
School District

MISSION AND VISION

Our Mission

Engage our community.

Inspire our students.

Prepare our Graduates.



Marysville
School District

Our Vision

Students of the Marysville School District are prepared for further education, technology, economic change and social realities because they

Think critically

Create and Innovate

Collaborate with others

Communicate effectively

Care compassionately.

Group Norms

- Attend all sessions, be on time, and finish on time
- Listen to and show respect for the views of others
- Confront issues – not people
- Listen respectfully – avoid cross talk
- All committee members are provided an opportunity to be heard
- Ask clarifying questions to understand others' point of view
- Treat others in a professional and respectful manner
- Be clear and consistent about messages that are shared with the staff and the community

MSD HSSAC Charge:

The HSSAC is charged to study the high school daily schedule to accommodate programming related to the following:

- College and career readiness
- Core 24 credit requirements
- Equal access for all students
- Rich elective opportunities
- Enrichment for students
- Interventions for students
- Room for error should a course be failed
- Student/teacher collaboration
- Project-based learning utilizing our one to one technology initiative

Recommendations **must** include financial considerations.

Final recommendation presented to the Superintendent June of 2017

Create Your Own Schedule Presentations

Meet with the same group you met with last time

Review the schedule you created

Share your schedule with the committee

Respond to Q and A

Create Your Own Schedule Worksheet

- Schedule type
- Pros
- Cons
- Challenges
- Wonderings (What questions do you have)

Schedule Descriptions

TRADITIONAL 7 PERIOD

In a traditional seven period schedule, students have classes every day. Classes generally meet for approximately 50 minutes at the time, and students see the same teacher every day for their classes.

ALTERNATING BLOCK 7 PERIOD

A seven period A/B block schedule all classes meet one day each week and then odd courses (1,3,5,7) meet two days each week and even courses (2,4,6 plus advisory or flex time) meet on the other two days of the week. Students usually take seven classes. Teachers usually teach six with one preparation/conference period and/or there are instances where teacher teach 5 of 7 and have one common planning period with their pathway team and one individual preparation period each day.

5 PERIOD TRIMESTER (3 X 5)

The school year is organized into three sessions (trimesters). Students complete the classes in 60 days.

8 PERIOD 4X4 BLOCK ALTERNATING DAYS

In this format, students attend eight blocks of classes (again, typically 90 minutes long) over two days.

8 PERIOD 4X4 BLOCK BY SEMESTER

The school day is divided into four blocks, with classes lasting anywhere from 85 to 100 minutes with additional time for lunch and transitions. Students complete in one semester what would have taken them a full year in traditional schedules.

Take Aways From Our Third Committee Meeting

- Review Schedule Worksheet Comments
- Share 1 noticing;
- 1 wondering and;
- 1 reflection

Schedule Type: Traditional 7 period

Pros	Cons
<ul style="list-style-type: none">28 credits – 4 credit wiggleShorter period, might be good - shorter attention spans?More credits to earn ****More choice/electivesLess drastic changeIntervention classes? Ex) pre algebra & algebra “Block” or ELL support & English classAllows for some elective choiceMore credits (28 total)Support and enrichMay not require new training to be able to teach – 48min vs 54 minAll classes everydayCredit opportunity 28/24Parents/student comfortable with itAllow space to fail\$	<ul style="list-style-type: none">With 5 prep = most money **With 6 prep = hardest on teachers and studentsFridays make no senseToo little meet timeCost *Class time too shortMore kids and less timeIncreased transitions *7 periods are exhausting for kids and teachersMore transitions, less instructional timeMore homework each day – 7 classes7 classes on a short day is ridiculousLess time in class on subjectTeachers add a prepLab courses?Too much homework each night for students with extra curriculars or jobLab/science need more timeOpportunity for more failure (grade)4,000,000 additional (teaching 5 periods) \$ ≠ value for students
Challenges	Wonderings
<ul style="list-style-type: none">Teachers / union won’t like itHard to do AP classes/lab classes in 48 min1 prep (cheap & stressful) vs 2 preps (expensive but nice)Anything “extra” (Ex) assembly will make class periods <u>very</u> short (fire drill, advisory)Students being organized for 7 classesContract languageShift expectationsExpecting kids to be prepared to use the shortened periods	<ul style="list-style-type: none">Why would we do this??Why are we considering this one?What does the “ * “ mean in the “Room for Advisory” row?Success rate for students using Aventa/FuelEdHow do programs like Sno-Isle and Work Force fit into any of these schedules?How about independent learning classes/online classes?We’re struggling with 6 periods right now, why go to 7?Can we stop early release Fridays every week and do full release Fridays every other week?Drop early release on Friday if 2 preps – do admin/staff time during 2nd prep2 periods for some classes (?) can we offer 2 periods of math in a row? Ex) pre algebra + algebra Band? ROTC? How do they fit into this schedule?Do we need ER Fridays? What is benefit?

Schedule Type: 4 X 4 Alternating Semester

Pros	Cons
<ul style="list-style-type: none"> Class meets every day Extended time for deeper thinking, projects, labs, etc. * Few Transitions ** Less homework to manage Can get 8 credits More credit Relationships? 32 credits avail ** 85 min – builds relationships * Opportunity has some flux for study halls to help work with students with comprehension, etc. (in school day) Tons of time to work on student driven projects More class options Easy to keep track of for parents & students (only 4 classes) & teacher (only 3 classes) See fewer kids Kids focus on only 4 classes * Fewer things for our kids to keep track of Longer planning ELL kids could take English second semester Harder class period More credit 	<ul style="list-style-type: none"> 130 hrs of instructional time vs current 165 (6 periods) per credit Accommodating transfers and failures would be tough Failure rate in math & ELA & science already is high – cramming the same amount of info into fewer hours won't State tests occur in spring. What if kids “finished” math in January? May go a year without: English, Math, World Language Too much like college which students don't feel ready for More teachers * Cost? * Relationships? No way you can learn what you need in a semester Potential loss of content Prep time for teachers \$ - too many challenges to equal the cost Social dynamic with peers Longer class period – attention span of students Room for teachers plan Finish math too early, may skip semesters without taking any math 2nd <u>most expensive</u>: \$1.6 million Impact of absence * Planning for subs Not having kids all year – music – AVID - language
Challenges	Wonderings
<ul style="list-style-type: none"> PD for teachers Costs a lot: 14 new teachers Teachers need to change Tough for math classes! AP & CHS classes Requires teaching in the block training Can students be focused in one place that long? Cost? Works for certain students Works for certain grades level Credit maneuvering 1 plan period – teacher work, at home, tec. Teacher 1 Scheduling Sequences If you have a challenging student or struggling teacher it feels long Yearlong Electives AVID – Music - Language 	<ul style="list-style-type: none"> Can we (MSD) sustain the cost? Does an algebra class meet all year? Or is it 1 semester and then go to geometry 2nd sem? Can we give 0.5 credit at the quarter? Testing windows? Could there be month between end of course and SBAC/EOC/NGSS/AP? What happens to 0.5 credit classes? Cost? Could work if you break your subject in distinct concepts. Longer class periods - will students be able to pay attention? AP testing schedule? What happens to current semester long classes? How does AVID come into play with this schedule? Could we add another period for intervention? Quarter – can you earn a 0.5 credit for 1st Qtr

Schedule Type: Modified 7 period

Pros	Cons
<ul style="list-style-type: none"> 📅 Better/more options for kids * 📅 4 days a week 📅 Opportunity for longer class sessions (have a long period day) * 📅 Long prep day 📅 28 total credits 📅 28/24 credits * 📅 At least you can have a bigger block/longer period to complete projects, etc. * 📅 (Prefer 7 period/mod to 7 period/trad 📅 Easier to master schedule 📅 Close to 6 period schedule, so teachers need little PD on how to teach 📅 Great for labs/testing on Thur & Fri 📅 More opportunity for credit/classes 📅 Possibility of taking less classes 	<ul style="list-style-type: none"> 📅 No prep day 📅 More kids 📅 Long teach day (PD needed) 📅 More transitional time * 📅 Less instruction time per credit 📅 3 different daily schedules 📅 Off campus? Running Start, Sno-Isle 📅 28 rather than 32 📅 Time too short – lose focus 📅 Schedule conflicts with holiday, breaks 📅 Student comfort 📅 7 periods are exhausting 📅 More classes for kids to manage 📅 Student & teacher load increased 📅 Attention span 📅 Block has potential to not see kids for a long time (i.e., Monday Holiday 1,3,5,7 – won't see students until Tue) 📅 Complicated schedule – transitions 📅 A day without teacher prep
Challenges	Wonderings
<ul style="list-style-type: none"> 📅 Teach on block training 📅 More student wandering? 📅 Fridays – 2,4,6 – will always be a disadvantage. 📅 Opportunity change the culture of how Fridays “feel” 📅 College in the HS/AP class requirement – in class time and how time could increase 📅 Will be difficult to get teachers/union to approve 	<ul style="list-style-type: none"> 📅 Wondering why early release is in the afternoon on Friday – can it be Friday morning or Wednesday? PGW Late Start? * 📅 Can we afford 2 preps? 📅 How many teacher preps? 📅 Why would we do a 7 period w/blocks? Seems like a lot of work for less benefit. 📅 Social experiment – can the kids adjust? 📅 Will this develop the community feel? (shorten period make that hard) 📅 How many preps/teacher? 📅 How many prep periods/day? 📅 How do intervention and enrichment come into play? 📅 Would this help our overloaded classes? 📅 Are extra \$ including extra PC?? 📅 Does a kid have to take all seven periods 📅 Could 7th be a flex period? (study time, etc.)

Schedule Type: 5 Period Trimester

Pros	Cons
<ul style="list-style-type: none"> 30 credits total Consistent daily schedule – works for Running Start & Sno-Isle Increase in prep Extra class time during the day Availability of credits (30) to support remediation/skill building AP courses meet for 1.5 credits all year long 70 min period 30 credit vs 28/24 Get them everyday Consistency Fewer transitions/day, less ltw/day 30 credits, have wiggle room May have more fluidity between trimesters for interventions and enrichments Start fresh more often (12 wks vs 18) Best for AP Best use of current funds w/ best chance of getting by union Optimal class time @ 70 minutes (not too short or too long) Leave room to retake a semester of a current year long class (or sem class) right away the 2nd or 3rd trimester Adequate planning time/instruction for the lowest cost 	<ul style="list-style-type: none"> Courses are not year long: math, world language Master schedule development Cost? More expensive Three sets of finals? ☹ Decrease of instruction per credit Calendaring for AP classes/Assessment Variety? Music program is phased out Your elective get trumped Elective / Core 24 conflict Gaps in learning (not having math all 3 trimesters)
Challenges	Wonderings
<ul style="list-style-type: none"> Training for longer class periods Cost? Scheduling – what’s offered when? Is there pre-algebra 1st and algebra I 2nd and 3rd or is it rotated? Do we have the resources to support a rotation of classes thru-out the year? Sequencing/scheduling of classes How will crediting work for “semester” class? AP classes need to be only trimester 1 & 2 	<ul style="list-style-type: none"> Do we need more/mostly semester long electives AP courses Testing windows don’t match course end dates Do we allow for gaps in glasses? Alg 1A – Tri 1; Alg 1B – Tri 3 Are we going to “break” skyward? Cost? What are the guidelines for full year (3 tri) classes? Impact on current year long classes (1 cr to 1.5 cr) What were our core classes look like? We feel the kids could handle 70 mins vs 85 – not as much social anxiety? Does a class like Algebra I last all year? Could a class last only 1 trimester or 2 trimesters? Who uses this? Could we add “fun” (elective) math classes to the 3rd trimester with all required for 1st two trimesters? Could we add “fun” (elective) math classes to the 3rd trimester with all required for 1st two trimesters?

Schedule Type: 4 X 4 Alternating Each Day

Pros	Cons
<ul style="list-style-type: none"> 📅 Lots of options 📅 Year long curricular (Music, AVID, etc) 📅 80 minutes is perfect 80 minutes w/prep 📅 Less transitions & more classes 📅 Pattern kids 📅 Easy schedule to place 📅 Longer 80 min period 📅 Can work for those that need the process time or homework time 📅 Limited transition 📅 Building bonds 📅 32 vs 28 or 24 (8 for “padding”) ** 📅 Extended periods are good for collaboration, project work, etc. * 📅 Deeper thinking possible 📅 Only 4 classes of homework/day ** 📅 Same early release day 📅 Class stay in same time spot is good for Sno-Isle/Running Start 📅 More elective choice * 📅 Good for lab classes 📅 Less transitions: saves time; reduces distractions 📅 Courses are still all year 📅 Help/tutorial classes could be scheduled 	<ul style="list-style-type: none"> 📅 90 minute prep a day 📅 Up 180 students 📅 Missing 1 day is a lot 📅 Planning for sub 📅 Teaching change 📅 Math, science, arts (music) tend to benefit from everyday 📅 Social conflict if 80 min is too long 📅 Plan/prep challenges 📅 (Cost may be worth if schedule kinks worked out) 📅 Less time/credit compared to 7 per day (140 vs 130 hrs) 📅 Same class meets 3 days one week, 2 the next – harder for teachers to manage 📅 Classes don’t meet every day 📅 Less hours for AP & Math – not daily contact ** 📅 More classes to keep track of 📅 Testing (might not see a kid for 4 days – 1 week) 📅 Cost? 📅 Students w/8 courses at 1 time 📅 Seeing students every other day
Challenges	Wonderings
<ul style="list-style-type: none"> 📅 An advisory 📅 PD 📅 Alternating week i.e, 2x math, 3x math (the restart of the week might not work) 📅 Teacher PD on utilizing block * 📅 Daily schedule change could be confusing 📅 Transition to longer classes 📅 Anything that is traditionally an “everyday” activity 	<ul style="list-style-type: none"> 📅 When kids come and go 📅 Where is early release? 📅 Does this require more teachers? Thinking about our teacher shortage 📅 😊 📅 Who gets the short end of the schedule with breaks, etc. 📅 Test – especially with so many standards 📅 Prefer 4x4(8) alternating rather than 4x4 semester 📅 How will credit requirements need change? 📅 How will semester classes work? 📅 Can some class meet daily? 📅 Do teachers have daily prep? 📅 Could some classes meet 4 days/wk and others 5 days/wk? 📅 Who (district) uses this type of schedule? 📅 How would advisory fit? 📅 Advisory? 📅 Classes that may be scheduled EVERY day (AP, Math, Math w/tutorial)

Daily Schedule Comparisons

Comparison	Current 6 Period Schedule	Trad 7 Period A (6)	5 period Trimester (3 X 5)	8 period 4X4 Block Alternating Days	8 period 4X4 Block per Semester	Trad 7 Period B (5)	7 Period Alternating Block
Number of Terms	2	2	3	2	2	2	2
Periods in a day Student	6	7	5	4	4	7	7/4
Periods teachers teach per day	5	6	4	3/6	3	5	5/3
Passing time per day (Approximately)	30	35	25	20	20	35	35/20
Length of terms (weeks)	18	18	12	18	18	18	18
Length of periods	55-59	48	70	86-92	86-92	48	48/92
Transitions per day (including lunch)	6	7	5	4/8	4/semester	7	7/4
Transitions per year	6	7	10 Max.	8 Max.	8 Max.	7	7/4
Credits per year (Advisory not included)	6 – (24)	7 – (28)	7.5 – (30)	8 – (32)	8 – (32)	7 – (28)	7 – (28)
Hours of instruction per full credit (approximately)	~165	~144	~140 (70 X 120/60)	~135	~135 (92 X 90/60)	~144	~139
Weeks of instruction per credit	36	36	24	36	18	36	36
Teacher prep time/day	55-59	48	70	86 - 92	86-92	96	48/92
Number of students per teacher (30 per/class)	150	180	120	90/180	90/180	150	150/90
Number of final grading periods	2	2	3	2	2	2	2
Room for Advisory	Yes *	Yes *	Yes	Yes	Yes	Yes *	Yes
Room for credit retrieval in the schedule	No	Yes	Yes	Yes	Yes	Yes	Yes
Cost Factor	83%	86%	80%	75%	75%	71%	71%

← LESS EXPENSIVE

MORE EXPENSIVE →

Marysville School District
High School Daily Schedule Options

	Student FTE	3000				
	State Allocation	28.74				
	Prep Allocation	0.2				
	Teacher FTE	125.261				
Option				Add'l Classes	Add'l Teachers	Estimated Cost
4X4	4 Student Classes	12000				
	3 Teacher Classes	375.7829	417.5365	41.75	13.92	1,600,554
		31.93333	28.74			
			3.19			
5 Trimester	5 Student Classes	15000				
	4 Teacher Classes	501.0438	521.9206	20.88	6.96	800,276
		29.9375	28.74			
			1.20			
6 Current	6 Student Classes	18000				
	5 Teacher Classes	626.3048	626.3047	(0.00)	(0.00)	-
		28.74	28.74			
			(0.00)			
Trad 7 w/ 5 prep	7 Student Classes	21000				
	5 Teacher Classes	626.3048	730.6888	104.38	34.79	4,001,388
		33.53	28.74			
			4.79			

Closure

Final Thoughts....

Next Committee Meeting: Monday 4/10

Future Meetings

Monday 4/24

Tuesday 5/9

Wednesday 5/24

Thursday 6/1