Marysville School District High School Schedule Advisory Committee

Tuesday, May 9th, 2017

Marysville
School District

MISSION AND VISION

Our Mission

Engage *our community.*

Inspire *our students.*

Prepare *our Graduates.*

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

Take Aways From Our Sixth Committee Meeting

Review last sessions notes:

Share an noticing, wondering and/or reflection

Noticing's:

- The biggest issue is how to provide more credit earning opportunities for high school students.
- We need more intervention regardless of the schedule recommended.
- One committee member reminded the rest of the committee that regardless of a recommendation, there will be a year of planning before implementation.
- Committee members have been engaging other staff in conversations pertaining to the committee's work.

- The student perspective is that it is not a scheduling issue, it is a connection with students' issue, and that students' need to be connected.
- needs to be a community expectation around attendance.
- The 4x8 alternating schedule is very expensive.
- The trimester schedule has three segments to the year as opposed to two. That might help with attendance and failure rates.
- The trimester is less expensive than the 4x8, but still has a cost to implement.

- Current “year-long” courses would be taught in 2/3rds of the year on the trimester schedule.
- One committee member shared they had spoken to teachers in another district who have been on a 5 period 3 trimester schedule:
- Courses are not always sequential
- There are more electives, more choices
- If a full year course, that is 20% of a student’s schedule
- We need to make a change to the schedule, we cannot stick with the 6 period day.
- The change may create a sense of urgency.

- We are in need of adjustments.
- Changing the schedule will require professional development around how to use the extended class time, and how we teach.
- A change will force us to rethink our current practices and how we do things.
- We need more opportunities for intervention classes, and possibly the option to take a “study hall” period.
- If students have more choices, they may be more likely to come to school.
- We need a reset.

Wonderings:

- Can we allow for two different schedules, one for the large high schools and a different schedule for the smaller high schools?
- How do we determine what is relevant?
- Will interventions and/or enrichments be trimester/semester long, or will they be fluid to allow students entry and exit at different times of the year?
- If looking through the lens of improving attendance, which of the two schedules might support better attendance?

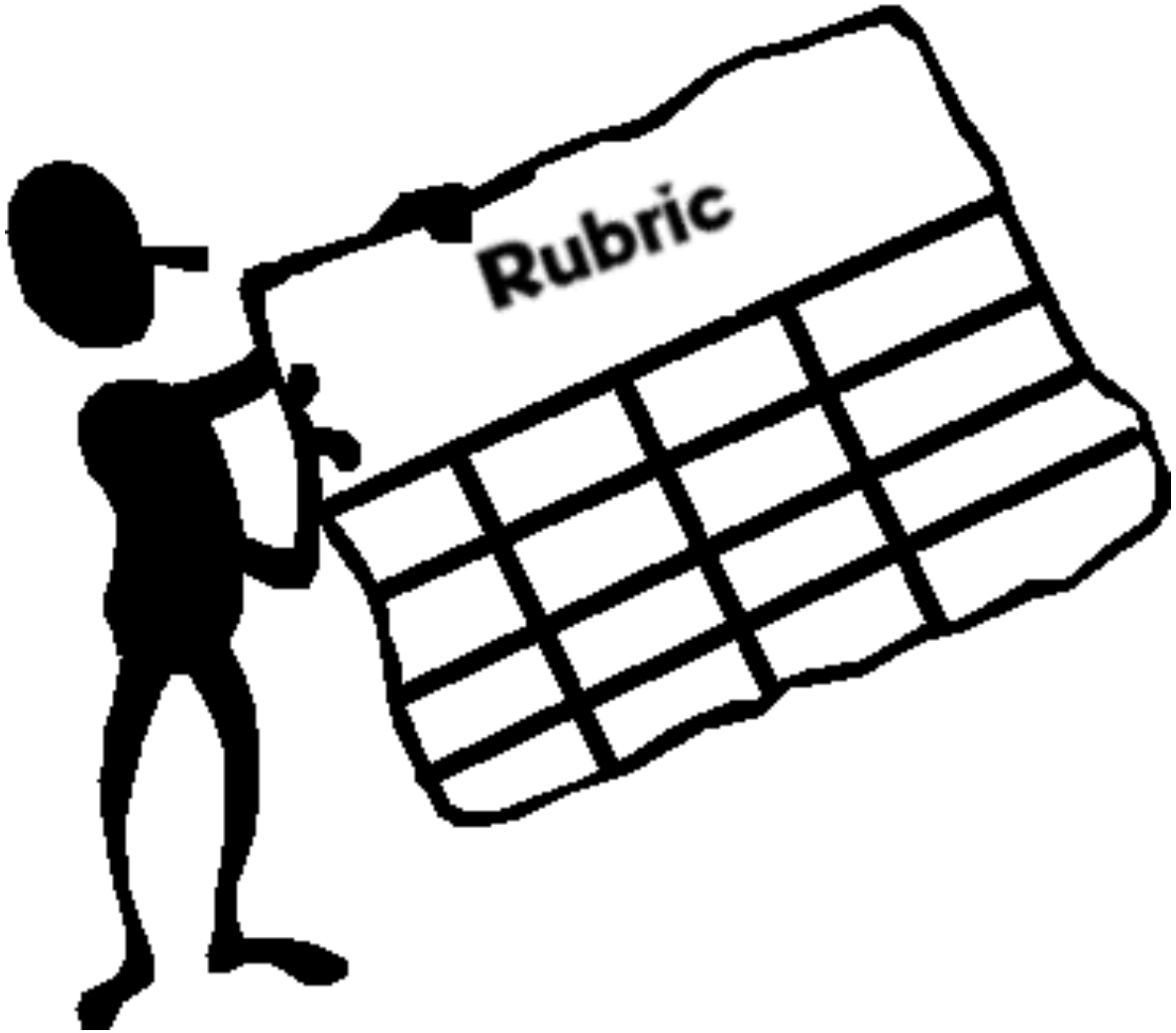
- Could an advisory period be built into the 4X8 schedule to help if students miss school?
- Which courses will be year-long? 2 trimesters? 1 trimester?
- Will Advanced Placement courses be year-long?
- Will students “give up” sooner if the pace of a 2 trimester math class is too much?
- Can students handle 8 classes in the 4x8 alternating schedule?
- Do the staff really know their students? (student comment)
- Where is the student voice?

Evaluation Rubric

Content Rubric	(5)	(3)	(1)
Student Equity • Students have equitable access to all scheduled courses based on needs and interests. • Students are able to balance their academic needs with academic exploration (credit recovery, AP, electives, career interests, etc.). • Impact of absenteeism (not chronic) on achievement and student learning.	All students have equitable access to all scheduled courses based on needs and interests. Most or all students are able to register for classes that support academic need and exploration. Absenteeism (not chronic) has minimal impact on achievement and student learning.	Most students have equitable access to all scheduled courses based on needs and interests. Some students are able to register for classes that support academic need and exploration. Absenteeism (not chronic) has moderate impact on achievement and student learning.	Some students have equitable access to all scheduled courses based on needs and interests. Few students are able to register for classes that support academic need and exploration. Absenteeism (not chronic) has substantial impact on achievement and student learning.
Impact on Students' Instructional Day • Students' management of schedule and workload. • Maximizes instructional time for learning and growth. • Consistent instructional time supports student learning.	Most or all students can successfully manage and navigate daily demands of classwork, assignments, and responsibilities. Research or experiential evidence strongly supports the instructional time allocations. Instructional time is consistent and fully supports student learning.	Some students can successfully manage and navigate daily demands of classwork, assignments, and responsibilities. Research or experiential evidence inconsistently supports the instructional time allocations. Instructional time is somewhat consistent and does not completely support student learning.	Few students can successfully manage and navigate daily demands of classwork, assignments, and responsibilities. Research or experiential evidence does not support the instructional time allocations. Instructional time is inconsistent and does not support student learning.
Impact on Course Completion • Continuity of year-long courses • Ability to fulfill course outcomes and requirements. • Impact of student mobility on student achievement and credit completion.	All courses are continuous and meet all instructional sequence requirements. All requirements, commitments and demands for year-long courses are fulfilled. Student mobility has minimal impact on student learning and credit completion.	Most courses are continuous and meet most instructional sequence requirements. Most requirements, commitments and demands for year-long courses are fulfilled. Student mobility has moderate impact on student learning and credit completion.	Some courses are continuous and meet some instructional sequence requirements. Some requirements, commitments and demands for year-long courses are fulfilled. Student mobility has substantial impact on student learning and credit completion.
State Testing – Graduation Requirements • Alignment of state testing window with course completion. • Courses with required assessments have sufficient time to teach identified standards. • Opportunities to achieve standard through intervention and/or acceleration.	State testing window completely aligns with course completion. All courses with required assessments have sufficient time to teach identified standards. All students have opportunities to achieve standard through intervention and/or acceleration.	State testing window mostly aligns with course completion. Most courses with required assessments have sufficient time to teach identified standards. Most students have opportunities to achieve standard through intervention and/or acceleration.	State testing window partially aligns with course completion. Some courses with required assessments have sufficient time to teach identified standards. Some students have opportunities to achieve standard through intervention and/or acceleration.

DRAFT

Evaluation Rubric Results



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.

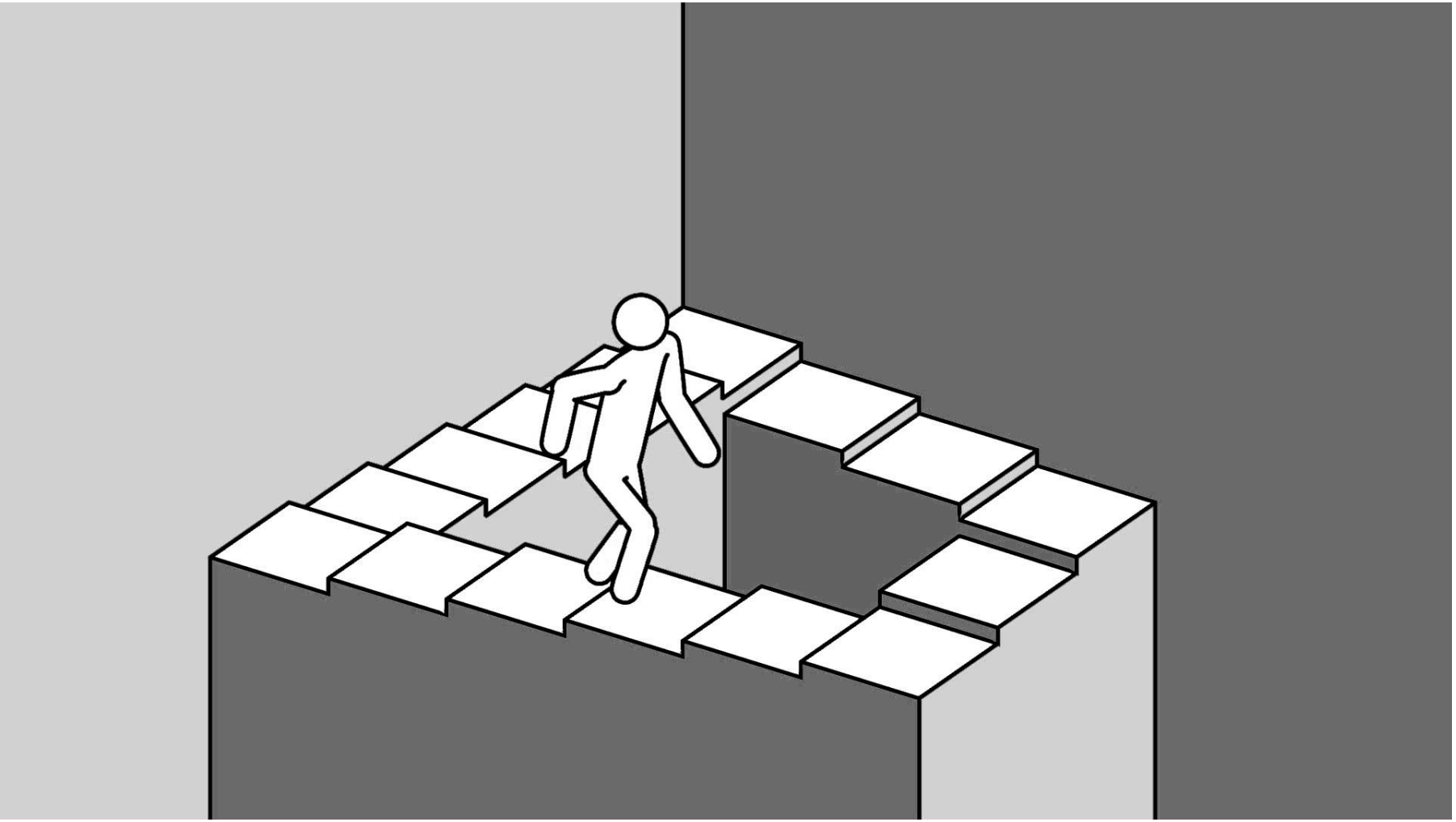
Marysville School District
High School Daily Schedule Options

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	7 Student Classes	21000				
w/ 5 prep	5 Teacher Classes	626.3048	730.6888	104.38	34.79	4,001,388
		33.53	28.74			
			4.79			

STRAW POLL

Next Steps…



Closure

Final Thoughts….

Next Committee Meeting: Wednesday May 24th

Final Committee Meeting

Thursday 6/1