



## Board Special Meeting

**Work Session: Resolution 2017/18-17 Supporting Sensible Gun Safety Legislation;**

**Budget; 24 Credits Briefing**

Wednesday, February 28, 2018, 4:30 – 6:45pm

Board Auditorium, John Stanford Center

2445 – 3<sup>rd</sup> Avenue South, Seattle WA 98134

### Agenda

**Call to Order**

4:30pm

**Work Session: Resolution 2017/18-17 Supporting Sensible Gun Safety Legislation**

4:30pm

**Work Session: Budget**

4:45pm

**Work Session: 24 Credits Briefing**

5:45pm

**Adjourn**

6:45pm\*

*Special meetings of the Board, including work sessions and retreats, may contain discussion and/or action related to the items listed on the agenda. Executive sessions are closed to the public per RCW 42.30. \*Times given are estimated.*



# **SCHOOL BOARD ACTION REPORT**

**DATE:** February 27, 2018  
**FROM:** Directors Mack, Harris, DeWolf, Geary, Patu, Pinkham and Burke

**For Introduction:** February 28, 2018  
**For Action:** February 28, 2018

## **1. TITLE**

Adopting Resolution No. 2017/18-17 to declare support for sensible gun safety legislation, declare opposition to efforts to arm educators in our schools, and declare support of the March for Our Lives on March 24, 2018

## **2. PURPOSE**

This board action adopts the attached resolution, which declares support for sensible gun safety legislation, declares opposition to efforts to arm educators in our schools, and declares support of the March for Our Lives on March 24, 2018.

## **3. RECOMMENDED MOTION**

I move that the Board approve Resolution No. 2017/18-17 as attached to this board action report, a resolution of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington to declare support for sensible gun safety legislation, declare opposition to efforts to arm educators in our schools, and declare support of the March for Our Lives on March 24, 2018. Immediate adoption is in the best interest of the district.

## **4. BACKGROUND INFORMATION**

### **a. Background**

Gun violence presents a clear and present danger to the students, parents, educators, paraeducators, administrators, and support staff of the Seattle School District. Washington state law (RCW 28A.600.420 and RCW 9.41.280) and Seattle School Board policies (3248 and 4210) already prohibit weapons and firearms on school properties. Since 2013, there have been 291 shootings on elementary, middle, and high school and college campuses in the United States, which averages to about one per week.

This resolution states the School Board's position in three areas: 1) Supporting sensible gun safety legislation in the areas listed in the resolution; 2) Opposing any efforts to arm educators in classrooms as a solution to gun violence in schools; and 3) Endorsing the student-led March for Our Lives on March 24, 2018.

### **b. Alternatives**

Do not approve this resolution. This is not recommended as it would miss an opportunity to promote efforts to improve the safety of children and adults in the school system.

c. **Research**

The resolution includes information about the prevalence of gun violence in schools.

**5. FISCAL IMPACT/REVENUE SOURCE**

There is no fiscal impact to this action.

Expenditure:  One-time  Annual  Multi-Year  N/A

Revenue:  One-time  Annual  Multi-Year  N/A

**6. COMMUNITY ENGAGEMENT**

With guidance from the District's Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

School Board directors have heard from many members of the community in the wake of the most recent mass school shooting in Florida. Students, parents, and educators want action to support gun safety across the community.

**7. EQUITY ANALYSIS**

Gun violence disproportionately impacts communities of color. According to a November 25, 2013 report from Public Health – Seattle & King County, children of color are victims of homicide by firearm at a higher rate than white children in King County. Our nation is now aware that persons of color are more likely to be wrongfully shot by persons in positions of power, leading us to the conclusion that arming educators could have a disproportionately adverse and lethal impact on students of color.<sup>1</sup>

**8. STUDENT BENEFIT**

Increasing student safety and perceptions of safety is ~~important~~ critical to facilitate learning.

**9. WHY BOARD ACTION IS NECESSARY**

Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)

<sup>1</sup> [https://www.washingtonpost.com/news/posteverything/wp/2018/02/27/arming-teachers-would-put-black-and-latino-kids-in-danger/?utm\\_term=.1aa6bc969c00](https://www.washingtonpost.com/news/posteverything/wp/2018/02/27/arming-teachers-would-put-black-and-latino-kids-in-danger/?utm_term=.1aa6bc969c00)

- Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)
- Adopting, amending, or repealing a Board policy
- Formally accepting the completion of a public works project and closing out the contract
- Legal requirement for the School Board to take action on this matter
- Board Policy No. \_\_\_\_\_, [TITLE], provides the Board shall approve this item
- Other: Board action is required to approve a resolution

**10. POLICY IMPLICATION**

School Board Policy No. 3248 prohibits students from bringing weapons and firearms to school.

School Board Policy No. 4210 prohibits adults from bringing weapons and firearms to school, except in limited circumstances or by authorized law enforcement personnel.

**11. BOARD COMMITTEE RECOMMENDATION**

This motion was not discussed at a committee.

**12. TIMELINE FOR IMPLEMENTATION**

Upon approval of this motion, the resolution will be approved.

**13. ATTACHMENTS**

- Resolution No. 2017/18-17 (for approval)

**Seattle School District #1  
Board Resolution**



**Resolution No. 2017/18-17**

**A RESOLUTION** of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington to declare support for sensible gun safety legislation, declare opposition to efforts to arm educators in our schools, and declare support of the March for Our Lives on March 24, 2018.

**WHEREAS**, Seattle School Board Policy No. 0010, Instructional Philosophy, affirms that “It is the moral imperative of the School Board and the Superintendent to ensure that all students receive an education” that includes the commitment to “Schools that provide a safe, secure, and supportive environment” and to social-emotional learning; and

**WHEREAS**, gun violence presents a clear and present danger to the students, parents, educators, paraeducators, administrators, and support staff of the Seattle School District; and

**WHEREAS**, Washington state law (RCW 28A.600.420 and RCW 9.41.280) and Seattle School Board policies (3248 and 4210) already prohibit weapons and firearms on school properties; and

**WHEREAS**, since 2013, there have been 291 shootings on elementary, middle, and high school and college campuses in the United States which averages to about one per week,<sup>1</sup> and 168 of those shootings were at K-12 schools;<sup>2</sup> and

**WHEREAS**, in the past five years, eight school shootings have occurred in Washington state, four of which resulted in injury or death,<sup>3</sup> and facilities in the Seattle School District, and districts around Washington State, have far too often been the scenes of gun violence and threats of gun violence; and

**WHEREAS**, in Washington, an 18-year-old can buy a military style assault weapon with no background check or waiting period;<sup>4</sup> and

**WHEREAS**, gun violence, and threats of gun violence, in schools undermine the sense of security that all students should have in their learning environments; and

---

<sup>1</sup> Everytown for Gun Safety; School Shootings in America Since 2013. February 2018, <https://everytownresearch.org/school-shootings/>.

<sup>2</sup> Everytown for Gun Safety; Keep Guns Out of Elementary, Middle, and High Schools; February 2018; <https://everytownresearch.org/guns-in-elementary-middle-and-high-schools>.

<sup>3</sup> Everytown for Gun Safety; 291 School Shootings in America since 2013; <https://everytownresearch.org/school-shootings/#2919>

<sup>4</sup> <https://www.seattletimes.com/opinion/washington-lawmakers-should-take-vote-on-assault-weapons-limits/>

WHEREAS, more guns results in more homicides,<sup>5</sup> children of color are victims of homicide by firearms at a higher rate than white children in King County,<sup>6</sup> and our nation is now aware that persons of color are more likely to be wrongfully shot by persons in positions of power, leads to the conclusion that arming educators could have a disproportionately adverse and lethal impact on students of color;<sup>7</sup> and

**WHEREAS,** students have seized the conscience of the nation with their demand for strong action to reduce preventable gun violence and on March 24, 2018, a National March for Our Lives will be held by student leaders seeking to deliver an unmistakable message that now is the time to pass commonsense gun safety laws; and

**WHEREAS,** sensible gun safety legislation will strengthen protections for our schools and students by preventing dangerous individuals from attaining firearms; and

**WHEREAS,** it is the belief of the Board of Directors that Seattle and Washington State **must** be national leaders in innovative and meaningful policy to confront gun violence;

**NOW THEREFORE, BE IT**

**RESOLVED,** that the Seattle School Board supports sensible gun safety legislation to protect students and staff, such as:

- raising the age to purchase assault weapons to 21,
- implementing Enhanced Background Checks for Assault Weapons,
- banning the purchase and sale of “assault” or semi- automatic rifles and of any accessories designed to increase a gun’s rate of fire,
- establishing safety programs in schools that do NOT include arming educators or staff,
- eliminating private gun sale loopholes,
- providing funding for thorough gun violence research, including removing the prohibition on research and data collection by the U.S. Center for Disease Control (CDC);
- supporting prevention, intervention and community re-entry programs that reduce community and gun violence; and
- increased funding for programs and school staffing (i.e. counselors, nurses, and psychologists) that support student mental health, social and emotional learning, and anti-bullying; and therefore be it further

**RESOLVED,** that the Board of Directors of the Seattle School District supports legislation currently under consideration by the Washington State Legislature that would enact some of the above measures, including Engrossed Senate Bill 5992, Senate Bill 6620 and House Bill 3004; and therefore be it further

---

<sup>5</sup> <https://www.hsph.harvard.edu/hicrc/firearms-research/guns-and-death/>.

<sup>6</sup> According to a November 25, 2013 report from Public Health – Seattle & King County, available at <https://www.kingcounty.gov/depts/health/violence-injury-prevention/violence-prevention/~/media/depts/health/violence-injury-prevention/documents/impact-firearms-children-report.ashx>.

<sup>7</sup> [https://www.washingtonpost.com/news/posteverything/wp/2018/02/27/arming-teachers-would-put-black-and-latino-kids-in-danger/?utm\\_term=.1aa6bc969c00](https://www.washingtonpost.com/news/posteverything/wp/2018/02/27/arming-teachers-would-put-black-and-latino-kids-in-danger/?utm_term=.1aa6bc969c00).

**RESOLVED**, that the Board of Directors of the Seattle School District wholly rejects the misguided suggestion, advanced by President Donald J. Trump, the National Rifle Association (NRA) and some members of the Washington State Legislature, that it is either desirable or appropriate to arm teachers in schools for any purpose, and will maintain existing prohibition of firearms at school and will NOT support any effort to arm educators and staff; and therefore be it further

**RESOLVED**, that the Board of Directors of the Seattle School District wholly endorses and will participate in the student led March for Our Lives on March 24, 2018.

ADOPTED this 28<sup>th</sup> day of February, 2018

\_\_\_\_\_  
Director Leslie Harris, President

\_\_\_\_\_  
Director Rick Burke, Vice President

\_\_\_\_\_  
Director Jill Geary, Member-at-Large

\_\_\_\_\_  
Director Zachary DeWolf

\_\_\_\_\_  
Director Eden Mack

\_\_\_\_\_  
Director Betty Patu

\_\_\_\_\_  
Director Scott Pinkham

ATTEST: \_\_\_\_\_  
Dr. Larry Nyland, Superintendent  
Secretary, Board of Directors  
Seattle School District No. 1  
King County, WA

---

# Budget Work Session

February 28, 2018





---

# Agenda

1. Review of 2018-19 Projections and Timeline and consensus to date
2. Updates
  - IB resources
  - House and Senate budgets
  - School staffing
3. Review and Discussion of “Items that Need a Decision”
4. Outcomes - Consensus on “Items that Need a Decision”

---

# Outcomes

- Updates provided
- Consensus on other recommendations listed under “Items that Need a Decision” for 2018-19

---

# Review of 2018-19 Projections and Timeline

# FY 2018-19 Budget Development Calendar

- **October 25, 2017** - Budget Work Session
- ~~**November 29, 2017** - Budget Work Session~~
  - Review 2016-17 final numbers
- **December 13, 2017** - Budget Work Session
- **January 10, 2018** - Budget Work Session to review recommendations
  - Review WSS Changes
  - Review Overall major budget changes
- **January 8 to March 8???** - State Legislative Session
- **January 24, 2018** - Budget Work Session
  - Consensus on budget
- **January 15 to February 16** - Central budgets developed
- **February 28, 2018** - Budget Allocations to Schools/ Budget Work Session
- **March 28, 2018** - Budget Work Session
- **May 2018** - Final General Fund Balancing, Budget Book development
- **May 2, 2018** - Budget Work Session
- **June 11, 2018** - Board Action Report and Budget Resolution to A&F
- **June 27, 2018** - Introduce Budget to Board
- **July 2018** – Required Public Hearing
- **July 11, 2018** - Board Action to adopt school year 2018-19 budget

# FY18-19 Projected Budget

FY18-19 Major Budget Changes (Dollars in Millions)	Surplus/(GAP)
<b>Items Required or Previously Decided</b>	
Materials, Supplies, Operating Costs (MSOC)	\$1.20
State Salary Allocations	\$86.70
Operations Levy	\$21.70
Operations Levy \$2,500/fte vs status quo	(\$60.50)
Grades K-3 Student:Teacher ratio	(\$14.40)
Grades K-3 Assistant Principals	(\$1.20)
24 Credit Graduation	(\$9.00)
Labor cost increases	(\$15.10)
City of Seattle two-tier busing grant expires	(\$2.30)
Onetime Funds to balance FY17-18	(\$29.90)
Items funded for FY17-18 only	\$6.00
Ongoing Legislative funding not planned for expenditures in 2017-18	\$11.20
Items < \$1.0M	(\$4.50)
<b>FY18-19 Current Budget GAP</b>	<b>(\$10.10)</b>

FY18-19 Major Budget Changes (Dollars in Millions)	Surplus/(GAP)
<b>Items for which consensus has been reached</b>	
WSS	(\$4.00)
Instructional Materials adoptions	(\$7.00)
IB Funding	(\$0.50)
<b>Total of consensus items</b>	<b>(\$11.50)</b>

Light green was approved last work session, Jan. 24th

# FY18-19 Projected Budget

## Items that need a decision

SMART GOALS/Formula for Success	(\$3.00)
Fall enrollment/Equity Funds	(\$2.00)
Increase Economic Stabilization Fund above minimum 3%	(\$2.00)
Non-Capital infrastructure - Systems	(\$4.00)
Sub total for these items	(\$11.00)
Total Previously Decided	(\$11.50)
<b>Total Projected Deficit</b>	<b>(\$32.60)</b>

# FY18-19 Potential Solutions

FY18-19 Current Budget Gap (Dollars in Millions)		\$(32.60)
Onetime use of FY17-18 Legislative resources carried forward	\$	11.2
Onetime use of FY16-17 Assigned Fund Balance (\$10m split over 2 years)	\$	5.0
Onetime use of FY16-17 Unassigned Fund Balance	\$	4.0
FY17-18 Projected underspend	\$	12.4
FY18-19 Budget GAP balance after solutions		\$ -

---

# Updates



---

# Update on IB

- Working to gather information, including:
  - Number of courses offered
  - Number of students enrolled
  - Number of students taking IB exams
  - Current costs for professional development
  - Current costs for any additional staffing
  - Current costs for IB membership/tests for students
- Plan on reporting out at March 27, 2018

---

# House and Senate Budget Proposals

## House

- No change in \$2,500 levy policy
- Eliminates salary allocation phase in, all now in Sept 2018
- Small increase in SPED funding via multiplier
- Provides K-3 flexibility

## Senate

- No change in \$2,500 levy policy
- Eliminates salary allocation phase in, all now in Sept 2018
- Small increase in SPED funding via multiplier

---

# School Staffing

- Went out to buildings Feb. 27
- There are some significant adds to staffing, plus a handful of schools have large reductions. We are working through each scenario
- We will start to hear from schools/families

---

# Review and Discussion of “Items that Need a Decision”

---

# SMART Goals/Formula for Success

- Recommendation is to hold \$3m for 2018-19 SMART Goals, and continuing work
  - Staff is recommending Goal 1 (MTSS) and Goal 2 (EOG) be maintained as SMART goals for next year
  - A work session on 2018-19 SMART Goals is upcoming, this is creating a funding placeholder

---

# Fall Enrollment/Equity Funds

- This additional \$2m would bring the total amount available to \$6m
- We could need more dollars or fewer dollars than the \$6m, it will depend on actual Fall enrollment counts

---

# Increase Economic Stabilization Fund above minimum 3%

- Staff recommendation is to increase this above the 3% minimum threshold

# Non-capital infrastructure - Systems

- More details were requested at the last work session

## Non-Capital Infrastructure - Systems

Human Resources/system improvements	\$	1,500,000
Payroll process/system improvements	\$	600,000
Accounting changes required by state mandate	\$	1,000,000
Begin to replace fleet vehicles	\$	900,000
<b>Total</b>	<b>\$</b>	<b>4,000,000</b>



---

# Non-capital infrastructure - Systems

## HR System – Document management

1. Paperless onboarding
2. Paperless application
3. Document management for Labor Relations

## Payroll System

1. FMLA – new law
2. Online pay warrants
3. Time reporting

---

# Non-capital infrastructure - Systems

## Accounting changes – state mandate

1. By school for all expenditures
2. New object codes
3. New sub-fund for enrichment/levy vs. basic ed

## Fleet

1. Replacement of unsafe or inefficient vehicles
2. Generally looking at vehicles more than 7 years old

# Outcomes

- Updates provided
- Consensus on other recommendations listed under “Items that Need a Decision” for 2018-19
  1. SMART Goals - \$3m
  2. Fall enrollment/Equity Funds - \$2m
  3. Increase Economic Stabilization Fund - \$2m
  4. Non-capital infrastructure – Systems - \$4m



# Board Work Session on 24 Credits and Secondary Re-visioning [Type the document subtitle]

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

Emily Harrison

Project Coordinator for Secondary Re-visioning, Department of College and Career Readiness  
ELHarrison@seattleschools.org

Document Abstract: This presentation contains an initial list of key elements for the 2019-20 school year, and several schedule scenarios.



# Seattle Public Schools



Photos by Susie Fitzhugh

Board Work Session on  
24 Credits & Secondary Re-visioning  
February 28<sup>th</sup>, 2018

---

# Work Session Objectives

- Briefly review takeaways from the 2/7 work session.
- Briefly review what we learned since 2/7 (e.g., 3x3s).
- Engage in a deeper review and develop a common understanding on:
  - **Key elements** for the 2019-20 high school schedule.
  - Specific schedule scenarios and how they meet these elements.
- Discuss next steps.

# Initial List of Key Elements for 2019-20 High School Schedule

- Content Elements:
  - ✓ – **Provide more credit-earning opportunities than 6 per year** which promotes increased access to a broad range of courses (e.g., Advanced Learning, Career-Connected Learning, etc.).
  - ✓ – **Provide opportunities for longer instructional blocks** (class periods longer than 60 minutes) which promotes the teaching of college and career readiness standards and differentiated support for all students.
  - ? Include time for social and emotional learning, academic support, and high school and beyond planning.
  - ? Be informed by data on how different content areas are effectively taught.
  - ? Help students who struggle with executive functioning (e.g., transitions).
  - ? Help schools better engage students in learning.
  - ? Help schools meet key performance indicators included in our Formula for Success (e.g., measures of postsecondary readiness).

---

# Initial List of Key Elements for 2019-20 High School Schedule

- Technical Elements:
  - ? Enable students to have equitable access to particular opportunities (e.g., Skills Center, Running Start, Advanced Placement, International Baccalaureate).
  - ? Fit with the semester calendar.
  - ? Work within transportation parameters.
  - ? Fit within existing high school start and end times.
  - ? Offer at least 1080 instructional hours.
  - ? Fit within budget and bargaining constraints.



---

# Key Element = Provide Longer Instructional Blocks

Reasons for longer instructional blocks:

- Provide an opportunity to meet standards required for college and career readiness (e.g., Practice Standards in Math, Science, CTE, and Technology) and 21<sup>st</sup> Century skills (e.g., student discussion).
- Give educators time to differentiate instruction to meet student needs and interests (e.g., time for Multi-Tiered System of Supports).
- Provide introduction to typical college course scheduling.
- Can reduce transitions during the school day which can help students focus (Source: Block Scheduling, A Catalyst for Change in High Schools, pp. 6, 28).

# 7 Straight Scenario

Generic Schedule	9 <sup>th</sup> Grader Sample Schedule	12 <sup>th</sup> Grader Sample Schedule
Period 1	Algebra 1	AP Calculus
Period 2	Spanish 1	English 4
Period 3	English 1	CTE Marketing
Period 4	Biology	Physics
Lunch	Lunch	Lunch
Advisory	Advisory	Advisory
Period 5	Intro to Art 1	Ceramics
Period 6	Intro to Fitness	Band
Period 7	Social Studies 1	AP US History

- 45 minute periods
- 45 minute full credit advisory
- Schedule could be adjusted to accommodate a shorter, half credit advisory
- 131 hours of instruction per class per year
- On early release Wednesdays, classes are slightly shorter

---

## 7 Straight Scenario – Summary of Key Elements & Other Benefits

- Provides more credit-earning opportunities.
- Includes time for social and emotional learning, academic support, and high school and beyond planning.
- Adding a 7<sup>th</sup> period does not necessitate a change in teaching strategies, so minimal professional development will be required.

---

# 7 Straight Scenario - Summary of Questions & Concerns

- There will be fewer instructional hours per course (~130 hours v 150 hours).
- Shortened periods do not allow time for meeting standards required for college and career readiness and 21<sup>st</sup> Century skills.
- More transitions during the school day reduces time for instruction and could lead to more discipline problems.
- Students need to prepare for 7 classes every day which could tax executive functioning.
- This option is likely more expensive than the current 6-period day.

# 8 with AB Rotation – Variation #1

A Day	B Day
Period 1	Period 2
Period 3	Period 4
Lunch	
Period 5	Period 6
Period 7	Advisory

- 90 minute block periods that meet every other day
- Full credit advisory that can be taught any period
- 129 hours of instruction per class per year
- On early release  
Wednesdays, classes are slightly shorter
- Blocks can be split into 2 skinnies that meet every day.

# 8 with AB Rotation – Variation #1 - Detail

Generic Schedule		9th Grader Sample Schedule		12th Grader Sample Schedule	
A Day	B Day	A Day	B Day	A Day	B Day
Period 1	Period 2	<i>Algebra 1</i>		AP Calc.	English 4
		<i>Spanish 1</i>			
Period 3	Period 4	English 1	Biology	CTE Marketing	Physics
Lunch		Lunch		Lunch	
Period 5	Period 6	Intro to Art	PE	Ceramics	Band
Period 7	Advisory	World History	Advisory	AP US Hist	Advisory

## 8 with AB Rotation – Variation #2

A Day	B Day
Advisory	
Period 1	Period 2
Period 3 Skinny	
Lunch	
Period 4	Period 5
Period 6	Period 7

- 94 minute block periods that meet every other day
- 47 minute skinny periods that meet every day
- 20 minutes of advisory for 0.5 credits per year
- Schedule could be adjusted to accommodate a longer, full credit advisory
- 137 hours of instruction per class per year
- On early release Wednesdays, there is no advisory, and classes are slightly shorter

## 8 with AB Rotation – Variation #3

A Day	B Day
Advisory	
Period 1	Period 2
Period 3 Skinny	
Lunch	
Period 4	Period 5
Period 6 Skinny	
Period 7 Skinny	

- 94 minute block periods that meet every other day
- 47 minute skinny periods that meet every day
- 20 minutes of advisory for 0.5 credits per year
- Schedule could be adjusted to accommodate a longer, full credit advisory
- 137 hours of instruction per class per year
- On early release Wednesdays, there is no advisory, and classes are slightly shorter



---

## 8 with AB Rotation Scenario – Summary of Key Elements & Other Benefits

- Provides more credit-earning opportunities.
- Provides opportunities for longer instructional blocks.
- Includes time for social and emotional learning, academic support, and high school and beyond planning.
- Providing different block lengths matches survey feedback from content areas and align with college course schedules (e.g., David Conley’s research).
- Students would benefit from fewer transitions during the day.
- Teaching 6 of 8 periods would provide more planning time for educators.
- There are many examples of schools and districts having success with this kind of schedule (Source: Darling-Hammond, 2008).

---

## 8 with AB Rotation Scenario - Summary of Questions & Concerns

- There will be fewer instructional hours per course (~130 hours v 150 hours).
- There is the potential for greater student loads per teacher.
- Some students can earn 24 credits by the end of the 11<sup>th</sup> grade.
- Some students will struggle with more courses per semester/year. This could tax executive functioning.
- Transition to longer instructional blocks requires professional development (request for 2018-19 = \$1 million).
- This option is likely more expensive than the current 6-period day.

---

## *Catherine Brown, Assistant Principal from Cleveland High School*

- Share direct experience with:
  - Pros and cons of the 8-period with AB rotation schedule.
  - Transitioning from a 6-period straight schedule to an 8-period AB rotation schedule.
- Answer questions.

---

# Discussion

- What is your feedback (pros, cons, questions, concerns) on:
  - The proposed key schedule elements?
  - The schedule scenarios we shared and how they help meet the key elements of the 2019-20 high school schedule?
- What is your comfort level with our bringing to our bargaining conversations:
  - The proposed key schedule elements?

# Revisit List of Key Elements for 2019-20 High School Schedule

- Content Elements:
  - ✓ – **Provide more credit-earning opportunities than 6 per year** which promotes increased access to a broad range of courses (e.g., Advanced Learning, Career-Connected Learning, etc.).
  - ✓ – **Provide opportunities for longer instructional blocks** (class periods longer than 60 minutes) which promotes the teaching of college and career readiness standards and differentiated support for all students.
  - ? Include time for social and emotional learning, academic support, and high school and beyond planning.
  - ? Be informed by data on how different content areas are effectively taught.
  - ? Help students who struggle with executive functioning (e.g., transitions).
  - ? Help schools better engage students in learning.
  - ? Help schools meet key performance indicators included in our Formula for Success (e.g., measures of postsecondary readiness).

---

# Revisit List of Key Elements for 2019-20 High School Schedule

- Technical Elements:
  - ? Enable students to have equitable access to particular opportunities (e.g., Skills Center, Running Start, Advanced Placement, International Baccalaureate).
  - ? Fit with the semester calendar.
  - ? Work within transportation parameters.
  - ? Fit within existing high school start and end times.
  - ? Offer at least 1080 instructional hours.
  - ? Fit within budget and bargaining constraints.

# Next Steps - Summary of Engagement\*

	Winter 2018	Spring-Summer 2018	Fall 2018
Board	Work Sessions on Elements & Scenarios	C&I Policy Committee Updates on Elements & Scenarios Closed Sessions on Bargaining	Vote on Final Bargaining Agreement
SEA & Educator	Department Chair Meetings	Bargaining Committee Meeting on 24 Credits	Anticipated Final Bargaining Agreement
Community	PSA	School-based meetings	School-based meetings

---

# Next Steps - Summary of Board Engagement

- Engage in work sessions and provide feedback on scheduling elements and scenarios.
- Receive updates at C&I Policy Committee meetings on scheduling elements and scenarios.
- Receive updates on and discuss bargaining during closed sessions.
- Review and vote on final bargaining agreement.
- Approve any course descriptions with new content for 2019-20 per SP 2026.



---

# Other Considerations

- Bargaining
- Budget
- Professional development planning
- Community engagement
- Length of the school day
- Role of earning high school credits in middle school
- Benefits of common lunch
- Space considerations
- Connection to IB & AP requirements
- Data on students making up credits (e.g., effect on summer school)
- Importance of consistency across high schools (e.g., Skills Center, athletics)
- Additional graduation requirements
  - Number of credits
  - Civics
  - Financial literacy
  - Work-site learning



## Board Work Session on 24 Credits and Secondary Re-visioning – Supplementary Materials February 28th, 2018

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

Emily Harrison  
Project Coordinator for Secondary Re-visioning, Department of College and Career Readiness  
[ELHarrison@seattleschools.org](mailto:ELHarrison@seattleschools.org)

Document Abstract: This document contains the following:

1. A new briefing paper on the 2019-20 high school schedule decision;
2. The final report from the 24 Credit Task Force;
3. An older briefing paper on high school schedule options prepared by principals Jill Hudson and Ruth Medsker;
4. A set of slides that serves as an appendix to the presentation deck;
5. And a chart showing key schedule elements and schedule scenarios.

**Cover Letter to Introduce Supplementary Materials for February 28 Board Work Session on Secondary Re-visioning**

Directors,

I am attaching a set of supplemental materials for our February 28<sup>th</sup> work session on the transition to 24 credits and secondary re-visioning. In the attached PDF, you will find the following:

1. A new briefing paper on the 2019-20 high school schedule decision;
2. The final report from the 24 Credit Task Force;
3. An older briefing paper on high school schedule options prepared by principals Jill Hudson and Ruth Medsker;
4. A set of slides that serves as an appendix to the presentation deck I will be referencing on the 28th;
5. And a chart showing key schedule elements and schedule scenarios we will discuss during the session.

Please review these documents before the work session if you have time and keep them for reference as we move forward with this work.

I look forward to seeing you tomorrow.

Best,

Caleb

## DRAFT Briefing Paper: 2019-20 High School Schedule Decision

---

**Purpose:** Re-vision and improve high school for the 2019-20 school year so that our students are better prepared for career, college and life. Re-visioning needs to include expanding quality credit-earning opportunities for students who, starting with the Class of 2021, are now required to earn 24 credits to graduate. Most high schools currently offer 24 credits over the course of 4 years, which means students must pass every class to graduate on time.

*This briefing paper summarizes the extensive work done by the district to prepare for the full transition to 24-credit requirement and re-visioning in 2019-20 school year and the key issues that the School Board and SEA must consider this winter/spring to support that re-visioning. For more details on re-visioning work done up to this point, please refer to the attached documents. A summary of the documents is included in the appendix.*

### **Background:**

In 2015 and 2016, the 24-Credit Task Force gathered to assess the requirements and opportunities inherent to Seattle Public Schools' implementation of Washington State Law RCW 28A.230.090. Following that work, a committee of high school principals met monthly to review potential high school schedules and investigate issues related to preparing students for college. At a meeting with high school principals in October 2017, Superintendent Nyland committed to reaching a decision on schedule changes in November. At the November meeting, Dr. Nyland shared a two-part plan for re-visioning. For the 2018-19 school year, schools would receive increased funding to support 9<sup>th</sup> and 10<sup>th</sup> graders. Those are the students who will need to graduate with 24 credits. For the 2019-20 school year, the district would move towards a new high school schedule, preferably a 30-32 credit schedule that includes longer instructional blocks.

District staff are now working with the School Board to review schedule options. Aspects of the schedule may be bargained for in the upcoming contract with SEA, and SEA and the district have partnered on a joint committee to address scheduling. The committee will meet for 6 full day sessions, and will include representatives from the district, SEA leadership, 3-5 educators from every high schools, and a principal or assistant principal from every high school.

### **Key Schedule Elements:**

- a. Provide more credit-earning opportunities than 6 per year which promotes increased access to a broad range of courses (e.g., Advanced Learning, Career-Connected Learning, etc.).
- b. Provide opportunities for longer instructional blocks (class periods longer than 60 minutes) which promotes the teaching of college and career readiness standards and differentiated support for all students.
- c. Include time for social and emotional learning, academic support, and high school and beyond planning.
- d. Match the data and research on how different content areas and programs are effectively taught.
- e. Help students who struggle with executive functioning (e.g., transitions).
- f. Help schools better engage students in learning.
- g. Help schools meet key performance indicators included in our Formula for Success (e.g., measures of postsecondary readiness).
- h. Enable students to have equitable access to particular programs (e.g., Skills Center, Running Start, Advanced Placement, International Baccalaureate).
- i. Fit with the semester calendar.
- j. Work within transportation parameters.
- k. Fit within existing high school start and end times.
- l. Offer at least 1080 instructional hours.
- m. Fit within budget and bargaining constraints.

**Results:** We want to provide more opportunities for students to succeed in high school and graduate on time, and we want every student prepared for career, college, and life. We also want to promote the district's goals, including eliminating the opportunity gap and institutionalizing racial equity.

# DRAFT Briefing Paper: 2019-20 High School Schedule Decision

## Schedule Scenarios:

Following extensive engagement with principals, and after reviewing cost analyses from the budget office, district leadership has concluded that there are two viable schedule options for secondary re-visioning. The first option, which is the option favored by Dr. Nyland and Michael Tolley, is a 30-32 credit block schedule with AB rotation. The second option is a straight 7 period day. Details of these two options, as well as their pros and cons, are listed below. More sample schedule details are provided in the appendix.

Option	Pros	Cons
<p><b>7-Period Straight Schedule</b></p> <ul style="list-style-type: none"> <li>• 30 to 32 credits, including advisory</li> <li>• Advisory may be .25 or .5 credits per semester</li> <li>• 7 shortened classes per day, plus advisory</li> </ul>	<ul style="list-style-type: none"> <li>• Provides more credit-earning opportunities.</li> <li>• Includes time for social and emotional learning, academic support, and high school and beyond planning.</li> <li>• Adding a 7<sup>th</sup> period does not necessitate a change in teaching strategies, so minimal professional development will be required.</li> </ul>	<ul style="list-style-type: none"> <li>• There will be fewer instructional hours per course (~130 hours v 150 hours).</li> <li>• Shortened periods do not allow time for meeting standards required for college and career readiness (e.g., Practice Standards in Math, Science, CTE, and Technology) and 21<sup>st</sup> Century skills (e.g., student discussion).</li> <li>• More transitions during the school day reduces time for instruction and could lead to more discipline problems. (Source: Block Scheduling, A Catalyst for Change in High Schools)</li> <li>• Students need to prepare for 7 classes every day, instead of 6 under current model, or 4 under the proposed 8 AB Rotation Scenario. This could tax executive functioning.</li> <li>• This option is likely more expensive than the current 6-period day.</li> </ul>
<p><b>8 AB Rotation</b></p> <ul style="list-style-type: none"> <li>• 30 to 32 credits, including advisory.</li> <li>• Advisory may be 0.5 or 1 credit per year.</li> <li>• 4 blocked classes on A days; 4 different blocked classes on B days.</li> <li>• Note that schedule may be modified to include skinny periods and/or an advisory that meet every day.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides more credit-earning opportunities.</li> <li>• Provides opportunities for longer instructional blocks.</li> <li>• Includes time for social and emotional learning, academic support, and high school and beyond planning.</li> <li>• Providing different block lengths matches survey feedback from content areas (e.g., every day periods for math and world languages; longer blocks for humanities, science, and CTE) and align with college course schedules (e.g., David Conley’s research).</li> <li>• Students would benefit from fewer transitions during the day. (Source: Block Scheduling, A Catalyst for Change in High Schools, pp. 6, 28)</li> <li>• Teaching 6 of 8 periods would provide more planning time for educators.</li> <li>• There are many examples of schools and districts having success with this kind of schedule. (Source: Darling-Hammond, 2008)</li> </ul>	<ul style="list-style-type: none"> <li>• There will be fewer instructional hours per course (~130 hours v 150 hours).</li> <li>• There is the potential for greater student loads per teacher.</li> <li>• Some students can earn 24 credits by the end of the 11<sup>th</sup> grade.</li> <li>• Some students will struggle with more courses per semester/year. This could tax executive functioning.</li> <li>• Transition to longer instructional blocks requires professional development. (request for 2018-19 = \$1 million) This option is likely more expensive than the current 6-period day.</li> </ul>

## Moving Forward:

## DRAFT Briefing Paper: 2019-20 High School Schedule Decision

---

As mentioned earlier, Seattle Public Schools district staff are working with the School Board to build a common understanding of the need to re-vision our high schools. At a Board Work Session on February 7<sup>th</sup>, senior district leadership presented on the secondary re-visioning work done so far, the project plan for engaging the Board and other key stakeholders in this work, and the district's vision for high school schedules with expanded credit earning opportunities and block periods. District staff are now conducting 3x3s with Directors, to follow up on the February 7<sup>th</sup> meeting, and to share additional information. On February 28<sup>th</sup>, there will be a second Board Work Session, which staff will use to go into detail on schedule scenarios.

### **Conclusion:**

Seattle Public Schools is committed to improving teaching, learning, and programming in our high schools so that we can better prepare our students for college, career, and life. Currently, 26% of our students are not on track to graduate with 24 credits. The district is providing extra supports to next year's 9<sup>th</sup> and 10<sup>th</sup> graders in 2018-19, to help keep them on track to earn the 6 credits per year that they will need to graduate, but it is not enough. We need to change our approach to high school, and the schedule is one component we need to address in this effort. District leadership, Board Directors, SEA, and other key stakeholders now have the opportunity to work together to ensure we can expand credit-earning opportunities, provide longer instructional blocks, and meet other key elements for the 2019-20 school year so that all students have the opportunity to graduate ready for college, career, and life.

## Appendix:

### Summary of Attached Supporting Documents for Secondary Re-Visioning

- 24 Credit Task Force Recommendations – Final Report: This is the full report from the 24 Credit Task Force. It includes information on task force participants, and on community engagement via surveys and focus groups.
  - More than 650 students participated in focus groups, and over 1500 families responded to surveys.
  - The task force consisted of teachers, parents, school administrators, and district administrators.
- Briefing Paper High School Schedule Options- Draft: This document details the pros and cons of 7 different high school schedule options and shows principal input on those options. It does not recommend a particular schedule.

DRAFT

### Cost Estimates for Schedules

The anticipated costs of different schedule options depend on a number of factors that will likely be determined by the bargaining process, including:

- Overall student load per teacher;
- Prep time;
- Number of preps per teachers;
- Plan for advisory.

Given these variables, the total anticipated cost of expanding credit-earning opportunities ranges from approximately \$5 million to \$16 million more than the current model, based on October 2017 enrollment numbers, and estimated average teacher costs for 2018-19. This range applies to both the 7-Period Straight schedule and the 8-Period AB Rotation schedule.

DRAFT



# DRAFT Briefing Paper: 2019-20 High School Schedule Decision

## Schedule Scenarios

### 7 Straight Schedule

- 45 minute periods
- 45 minute full credit advisory
- Schedule could be adjusted to accommodate a shorter, half credit advisory
- 131 hours of instruction per class per year
- On early release Wednesdays, classes are slightly shorter

Generic Schedule	9 <sup>th</sup> Grader Sample Schedule	12 <sup>th</sup> Grader Sample Schedule
Period 1	Algebra 1	AP Calculus
Period 2	Spanish 1	English 4
Period 3	English 1	CTE Marketing
Period 4	Biology	Physics
Lunch	Lunch	Lunch
Advisory	Advisory	Advisory
Period 5	Art 1	Ceramics
Period 6	Intro to Fitness	Band
Period 7	Social Studies 1	AP US History

# DRAFT Briefing Paper: 2019-20 High School Schedule Decision

## 8 with AB Rotation Schedule – Variation #1

- 90 minute block periods that meet every other day
- Blocks can be split into 2 skinnies that meet every day (see Periods 1 and 2 for 9<sup>th</sup> Grader)
- Full credit advisory that can be taught any period
- 129 hours of instruction per class per year
- On early release Wednesdays, classes are slightly shorter

Generic Schedule		9th Grader Sample Schedule		12th Grader Sample Schedule	
A Day	B Day	A Day	B Day	A Day	B Day
Period 1	Period 2	<b>Algebra 1</b>		AP Calc.	English 4
		<b>Spanish 1</b>			
Period 3	Period 4	English 1	Biology	CTE Marketing	Physics
Lunch		Lunch		Lunch	
Period 5	Period 6	Intro to Art	PE	Ceramics	Band
Period 7	Period 8	World History	Advisory	AP US Hist	Advisory

## 8 with AB Rotation Schedule – Variation #2

- 94 minute block periods that meet every other day
- 47 minute skinny periods that meet every day
- 20 minutes of advisory for 0.5 credits per year
- Schedule could be adjusted to accommodate a longer, full credit advisory
- 137 hours of instruction per class per year
- On early release Wednesdays, there is no advisory, and classes are slightly shorter

Generic Schedule		9th Grader Sample Schedule		12th Grader Sample Schedule	
A Day	B Day	A Day	B Day	A Day	B Day
Advisory		Advisory		Advisory	
Period 1	Period 2	Algebra 1	English 1	CTE Marketing	Physics
Period 3 Skinny		Spanish 1		Band	
Lunch		Lunch		Lunch	
Period 4	Period 5	Intro to Art	PE	Ceramics	Spanish 4
Period 6	Period 7	World History	Biology	AP US History	AP Calc

# DRAFT Briefing Paper: 2019-20 High School Schedule Decision

## 8 with AB Rotation – Variation #3

- 94 minute block periods that meet every other day
- 47 minute skinny periods that meet every day
- 20 minutes of advisory for 0.5 credits per year
- Schedule could be adjusted to accommodate a longer, full credit advisory
- 137 hours of instruction per class per year
- On early release Wednesdays, there is no advisory, and classes are slightly shorter

Generic Schedule		9th Grader Sample Schedule		12th Grader Sample Schedule	
A Day	B Day	A Day	B Day	A Day	B Day
Advisory		Advisory		Advisory	
Period 1	Period 2	English 1	Intro to Art	Physics	Ceramics
Period 3 Skinny		Algebra 1		Band	
Lunch		Lunch		Lunch	
Period 4	Period 5	PE	Biology	CTE Marketing	AP Calc
Period 6 Skinny		Spanish 1		Spanish 4	
Period 7 Skinny		World History		AP US History	



# 24 CREDIT TASK FORCE RECOMMENDATIONS

## Abstract

A result of the work of the 24-Credit Task Force and the High School Steering Committee, this report recommends the ways Seattle Public Schools can adapt to Washington state's new graduation requirements to ensure all students have equitable access and support to graduate with 24 credits and prepared for career, college, and life.

# Table of Contents

- EXECUTIVE SUMMARY ..... 1
- BACKGROUND AND CONTEXT ..... 3
- RECOMMENDATION I: HIGH SCHOOL AND BEYOND PLANNING ..... 8
- RECOMMENDATION II: SUPPORTING STUDENTS AND ADVISORY ..... 11
- RECOMMENDATION III: HIGH SCHOOL DAILY SCHEDULE CHANGE ..... 15
- RECOMMENDATION IV: EXTENDED LEARNING ..... 22
- RECOMMENDATION V: POLICY CHANGES..... 28
- OTHER CONSIDERATIONS ..... 31
- BUDGET..... 33
- Citations – Reading List..... 34
- List of Appendices..... 35
- Appendix A: Committee Members ..... 36
- Appendix B: Number and Percent of on time 12<sup>th</sup> grade graduates graduating with 24 or more credits 2012-15 ..... 38
- Appendix C: Research and Information related to 24 Credit Graduation Requirements & Associated Issues ..... 41
- Appendix D: Community -Based Organizations to whom survey link was sent..... 43
- Appendix E: Some Survey Demographic Data ..... 44
- Appendix F: Washington State School Directors’ Association Credit Waiver Policy Template ..... 46
- Appendix G: 3 x 5 Schedule Information and Resources..... 48

## EXECUTIVE SUMMARY

Months of work from two representative committees have culminated in the following recommendations to address Seattle Public Schools' implementation of Washington State Law RCW 28A.230.090. The law requires that high school students earn 24 credits to graduate and that a high-quality High School and Beyond Plan is used to guide their course taking.

The overarching message of these recommendations is that the Task Force believes Seattle Public Schools needs to create a balanced approach between schedule changes and increased and enhanced support of students to meet the state's new requirements and prepare ALL students for career, college and life. More credit-earning opportunities – without other interventions, personalization, services, and guidance – could just be more opportunities for failure for some students. Ultimately, the Task Force feels that students who have more opportunities to earn credit will do so, and this is backed up by data from the Seattle high schools where more credits are offered to students. However, they also feel that **without the direct, explicit support from the adults around them, these schedule changes alone will not do the job of moving all students to meet the new requirements.** These recommendations try to strike that balance – fiscally, ideologically and practically.

Further, the recommendations attempt to address and mitigate the fact that programs, supports and opportunities are offered differentially to high school students throughout the district. One of the unifying messages across the recommendations is that students should have **equitable access** to credit-earning opportunities and the supports, services and programs that allow them to successfully attain those credits.

Lastly, the Task Force understands that these **recommendations are the beginning of a long process of consideration** of these issues that starts with the superintendent and district leadership and extends to principals, teachers and families. While all of those stakeholder groups were represented in the process, further engagement with all of them is imperative. The report is constructed to allow those who weren't explicitly involved in the process to understand what was discussed, what resources were used, what input was gathered, and what risks were considered. The comprehensive nature of the report is intended to support an ongoing dialogue about the recommendations and, as much as possible, support the next steps.

Below is a summary of the recommendations:

### **Recommendation I: High School and Beyond Planning**

Adopt and deploy a districtwide, electronic High School and Beyond planning platform.

### **Recommendation II: Student Support and Advisory**

- A) Implement a credit-bearing advisory in every high school.
- B) Reduce counselors' case-loads to 1:250.

### **Recommendation III: Daily Schedule**

Utilize a 5-period day schedule, on a trimester calendar.

#### **Recommendation IV: Extended Learning**

- A) Run digital credit-retrieval courses during the school day, supported by a classroom teacher.
- B) Convene a committee to create a long-term plan for an enhanced, districtwide approach to digital coursework in high schools.
- C) Systematize the earning of high school credit at the middle school level so that middle school students across the district have the same opportunity to earn high school credit.
- D) Develop a long-term plan for the expansion of well-articulated Career and Technical Education programs and pathways matched to student interest and labor market needs and increased work-site learning opportunities.
- E) Support a Career Center Specialist/Work-Site Learning Instructor at each high school.
- F) Develop a comprehensive plan for summer school that provides access to students for both credit retrieval and, eventually, first time credit.

#### **Recommendation V: Policies**

- A) Adjust board policy 2415 to reflect state requirements and connect the service learning requirement directly to the High School and Beyond Plan.
- B) Adopt a new policy waiving two credits (of the 24) for students with “unusual circumstances.”
- C) Rewrite board policy 2420 to reflect these recommendations.

## BACKGROUND AND CONTEXT

In 2014, the Washington State Board of Education (SBE) recommended, and the Legislature passed, a bill changing the state’s high school graduation requirements. Among other changes, the SBE recommended that Washington state high school students:

- Be required to earn 24 credits instead of 20;
- Complete a more extensive High School and Beyond Plan to guide their course decisions, and
- Be granted more flexibility to follow a personalized pathway to meet the graduation requirements.

The additional credits must be earned in world language, art, and science. However, the art and language credits can be flexible and, based on a students’ “personalized pathway,” reflect his/her High School and Beyond Plan.

Since Seattle Public Schools graduates were already required to earn 21 credits (one more than the state requirement), the new law increases credit earning requirements for SPS students by three. However, it also – ostensibly – reduces the number of credits an SPS student needs to earn in two areas: Career and Technical Education and electives. The chart below illustrates the changes.

### Comparison of Seattle Public Schools Graduation Course-Taking Requirements to Washington State Requirements for 2021 and Beyond

Subject	SPS Requirements for the Classes of 2016-2020	State Career- & College-Ready Requirements for the Class of 2021 & Beyond
English	4	4
Math	3	3
Science	2 (1 lab)	3 (2 lab)
Social Studies	3	3
Career and Technical Education <sup>1</sup>	1.5	1
Health and Fitness	2	2
Arts	1	2 (1 can be PPR)
General Electives	4.5	4
World Language (or) Personalized Pathway Requirement (PPR)		2 (Both can be PPR)
<b>Total Credits</b>	<b>21</b>	<b>24<sup>2</sup></b>

**Personalized Pathway Requirements** are related courses that lead to a specific post high school career or educational outcome chosen by the student based on interests and the High School and Beyond Plan. They may include Career and Technical Education, and are intended to provide a focus for the student’s learning.

<sup>1</sup> Or 1 Occupational Education credit, as defined in WAC 180-51-067.

<sup>2</sup> Up to 2 credits can be waived locally based on a student’s unusual circumstances.



# Seattle Public School Process and Committee Work

## Committees

In 2014, SPS requested a waiver from the state and was granted two extra years for planning how to meet the new requirements. In spring of 2015, the 24-Credit Task Force was formed and began research, school visits, and visioning. In the winter of 2015, the Task Force was expanded and the recommendation process was changed slightly to include the work and feedback of the High School Steering Committee (HSSC). The HSSC is a standing committee comprised of high school counselors, academic deans, principals, and district administration. For the 24-Credit Work, the HSSC added teachers and SEA representation. The committees were charged with making recommendations in following areas:

- High School and Beyond Planning
- High School Schedule
- Extended Learning
- Policy

## Process

From December of 2015 until April 2016, these two committees met approximately twice a month for extended meetings (a total of approximately 50 hours or 700 man/hours). A complete list of Committee and Task Force members and the meetings is in Appendix A. The committees looked at data and research, discussed values and vision, investigated the current landscape of Seattle high schools, visited Seattle high schools, conducted student focus groups and parent surveys, and discussed and debated the merits and drawbacks of various approaches to the graduation requirements. Appendix B includes the some of the data the committees looked at, and Appendix C includes a list of research and resources used by the groups. The graphic below illustrates the process.

### 24 Credit Process: December 2015 – April 2016



**Community Involvement**

The results of community outreach done by the committees are included throughout the recommendations. Those outreach and data collection activities included:

- 19 student focus groups at nine high schools involving more than 650 students
- A family survey sent to middle and high school families (and open to elementary families) with over 1,500 respondents
- Two community meetings

The chart below illustrates who was involved in the committees and the outreach.

**Committee Composition & Outreach**

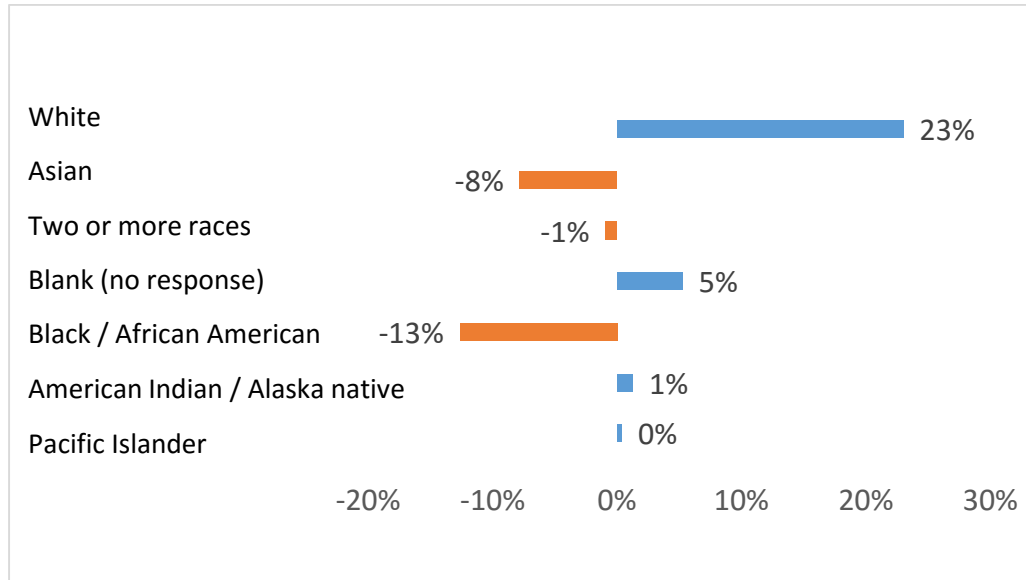
	HSSC	Task Force	Engagement
Teachers	X	X	
SEA	X		
Counselors/ Intervention	X		
Students			700
Parents		X	1500+
School Administrators	X	X	X
District Administrators	X	X	

**Survey and Focus Group – General Information**

The survey to high school families was a questionnaire focused on their knowledge of and satisfaction with a variety of high school attributes and programs: schedule, career and technical education, High School and Beyond planning, advisory, and more. The survey to middle school families was a shorter questionnaire that asked their opinion about the same topics, though the questions were more limited. The survey was distributed to families via School Messenger. It was also posted on the Seattle Public Schools site and translated in five languages. Paper copies were made available at community meetings. The SPS Department of Family and Community Engagement sent the survey to 12 community organizations that serve African-American youth and families. The list of those organizations is Appendix D. Lastly, the survey link was sent to all elementary and K-8 principals to distribute directly to their families.

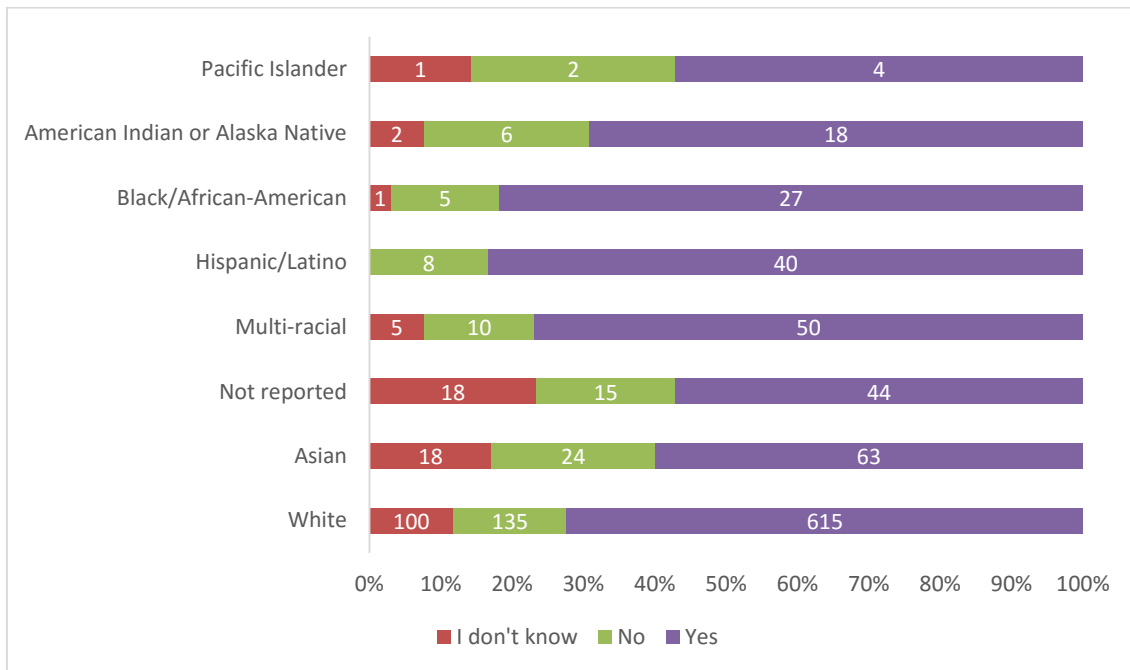
The survey garnered 774 responses from high school families and 855 responses from middle school families, representing all middle and high schools in the district. 22 percent of respondents (358) had a student in the seventh grade, the grade that will be the first to have to meet the new requirements. Despite attempts at over-sampling from south-end schools and through community-based organizations, the responses over-represented some populations and schools and under-represented others. The chart below illustrates these concerns. More demographic information about survey respondents is available in Appendix E.

**Over/Under Representation of Race/Ethnicity of Survey Respondents in Relation to District Population**



Despite the over/under representation, initial analysis of the results showed no significant variability, by either ethnicity or school location, to major questions. For example, all racial/ethnic groups approved of adding advisory to the schedule by over 50 percent (when non-responses were accounted for).

**Family Support for Advisory Disaggregated by Race/Ethnicity (with non-respondents removed)**



The student focus groups were conducted in nine high schools with approximately 650 students. Students were asked to reflect on questions about their school schedule, the type of planning they are doing for career and

college, and the supports they (and others in their community) might need to succeed in high school. Though no demographic information was collected from students, interviewers indicate that students were represented across a number of variables, including grade-level, school program type (i.e. special education, general population), and ethnicity.

### **Guiding Principles**

The work of both committees was guided by the values, policies and current initiatives and direction of Seattle Public Schools. The list below represents the core tenets that guided the committees' work and decision-making:

1. **Equity and access:** A constant focal point of the committees' work was understanding how recommendations might support or hinder equitable access to credit-earning opportunities for students and support all students to graduate from high school career and college ready. As the credit requirements increase, those students who are currently not earning enough credit become more at risk for failing to meet the requirements. Keeping a focus on programs, resources, interventions and approaches that could support those students was a primary tenet of the work.
2. **A focus on high schools as places to support the intellectual and social-emotional growth of young people.** As such, prevailing questions included
  - a. How to best provide personalization and individualized support for students?
  - b. How to promote civic responsibility, physical health and social-emotional well-being?
  - c. How to support students to gain skills, attributes, and knowledge desired for graduation?
3. **Pedagogical practices and an approach to learning that focuses on**
  - a. Depth of learning – less is more; depth over coverage
  - b. Demonstration of mastery through various modes and opportunities
  - c. Student as active learners
4. **Building and sustaining high school cultures of**
  - a. Inclusion, decency and trust
  - b. Collaboration
  - c. High expectations and commitment to systematically supporting the success of all students
  - d. Innovation, flexibility and re-examination of practices

### **Other considerations**

While the recommendations originally began as discrete categories, the reader will note that there is a good deal of overlap between them. Throughout the report, areas of overlap are noted. This is important because, in some cases, the recommendations cannot be adopted singly, as the effective implementation of one recommendation might depend on the adoption of a different recommendation.

Ideally, the recommendations would be taken as a whole; however, there are ways to piece together different components of each recommendation as well and to create a comprehensive plan based on available funding.

Most – but not all – of the recommendations are discussed in three ways:

- 1) Description of the recommendation
- 2) Community input and alignment
- 3) Risks and rewards

Some of the recommendation areas include implementation notes; others do not.

## RECOMMENDATION I: HIGH SCHOOL AND BEYOND PLANNING

### Recommendation

The 24-Credit Task Force recommends **districtwide adoption of High School and Beyond planning software** that allows for the following:

- Electronic creation and maintenance of the High School and Beyond Plan (HSBP)
- Online access for students, parents and staff
- Connection with the student information system (e.g. PowerSchools)
- High-quality career navigation and college exploration (such as is provided by Career Cruising or Naviance)
- A uniform approach to the middle school - high school transition across the district
- Support for students with IEPs in their transition planning
- Robust and comprehensive career and college *planning*, including – but not limited to - the completion of several meaningful components including self-reflection, goal setting, interest and career inventories, post-secondary research, resume development, tracking of work based learning experiences, and tracking of service learning<sup>++</sup>. A comprehensive guide to what should be included can be found here: [SBE guidance on HSBP](#).

With regard to implementation of the HSBP, the Task Force recommends the following:

- High School and Beyond planning explicitly begins in eighth grade to aid in the transition to high school.
- In the high schools, HSB planning is overseen by counselors, through advisory<sup>++</sup>.
- Training for counselors should begin in the 2016-17 school year.
- The district should improve articulations to transition kids to high school.
- The class of 2021 will begin using the new system in ninth grade (2018), and the class of 2022 will begin using the new system in eighth grade.

### Community Input and Alignment

#### Family Survey

The main takeaways from the family survey regarding High School and Beyond planning were that approximately 25 percent of families were unfamiliar with it. Of those who are familiar with it, 25 percent were neutral as to its usefulness; 23 percent were satisfied and 12 percent dissatisfied. Per state law, families need to be involved with High School and Beyond learning and course-taking choice. The fact that 25 percent of high school families were unfamiliar with this type of planning supports the recommendation that families need more ready access to the HSBP.

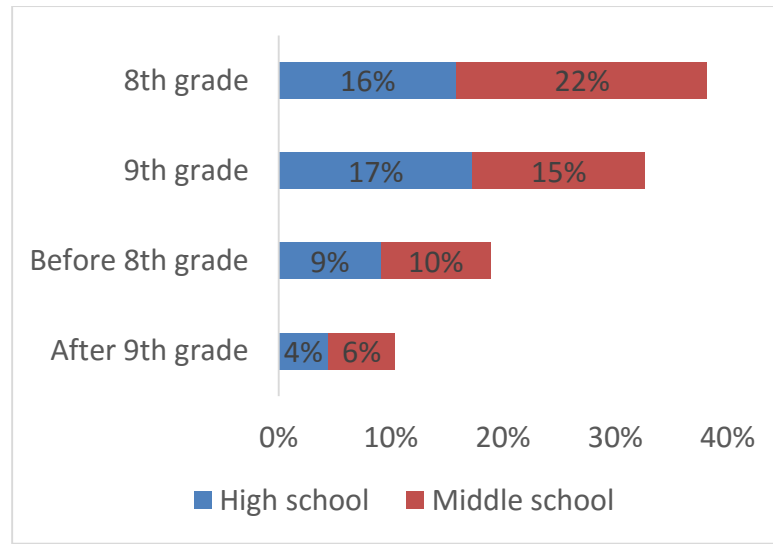
Further survey information supports starting the High School and Beyond Plan program in eighth grade. While exploratory work might start in younger grades, eighth grade makes sense for beginning use of the software and associated activities.

---

<sup>++</sup> The service learning component of this recommendation cross-references with recommendation V A on page 37 regarding board policy 2415.

<sup>++</sup> Advisory is covered fully in Recommendation II.

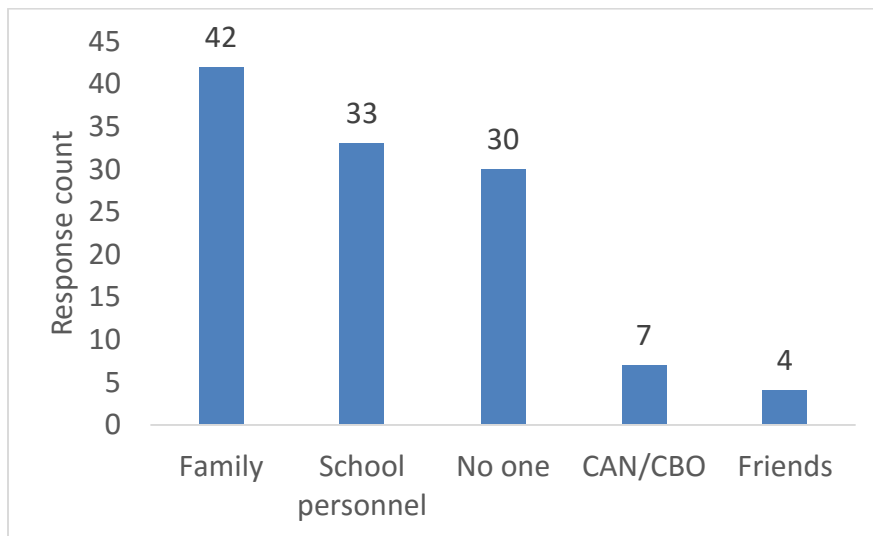
### Family Survey Input on Starting Grade for HSBP



### Student Focus Groups

In student focus groups, students indicated they would like more support from the school with planning for career and college. They described receiving college and career planning support from family, school personnel and others.

### Student Descriptions of Where They Get Career and College Planning Support



Many students described wanting more support from school and expressed interest in time, support and experiences to help with career and college planning:

- *The school should bring in more resources. There should be an occupational fair so that they can talk to people in different fields and learn more about the fields and whether they would even be*

*interested in the fields they think they want to do.*

- *Need mentorship time to explore colleges.*
- *I've talked to my counselor and my parents. Being able to choose a path in high school would be cool – having different requirements for different focuses and plans. I want to go into art, so I don't necessarily want to take the same requirements as someone else.*

## **Risks and Rewards**

### **Rewards**

This recommendation offers straightforward reward and effective compliance with state law, with minimal risk. In fact, SPS began implementation of these recommendations in 2014 only to be thwarted by the bankruptcy of the vendor ConnectEDU. Districts across the state are using this approach, and within SPS, many of the systems are in place to begin implementation. There is widespread willingness and interest on the part of parents, students, counselors and teachers to have access to a robust planning tool. Having a user-friendly, highly accessible HSBP will allow parents, counselors and advisors to guide students on course-taking and provide personalized supports for students to track their graduation requirements and to create the Personalized Pathways indicated by the new law. Using the same tool across the district will provide students with equitable access to the type of supports and guidance they need to make choices about their high school course-taking and their post high school plans. Because this will happen in high school, there is an opportunity to begin preparing students more in middle school.

### **Risks**

The main risk for implementing a districtwide HSBP system is cost. However, because the cost of ConnectEDU had been covered by technology levy dollars, budget concerns might be mitigated. Another potential risk is in the budget and timeline for training the high school and middle school counselors. The last risk area is in technology. Schools have to be able to provide regular computer access for students to utilize the planning tool and complete the associated activities.

The risks of NOT implementing this type of High School and Beyond planning system are high, as an equitable and accessible tool will be essential during the transition to 24 credits to assure students are on track to graduate. The risk of decreased graduation rates due to poor implementation and tracking of students, their credits, their career and college plans, and their personalized pathways could be a high price to pay. Further, NOT implementing a systemic approach to HSBP that a) guides a student's course taking, and b) allows parent or guardian involvement puts SPS at risk of non-compliance with RCW 28A.230.090.

## RECOMMENDATION II: SUPPORTING STUDENTS AND ADVISORY

### Recommendations

Support systems and advisory were not on the original list of “areas” the committees were tasked to look at. However, in thinking carefully about the best ways to support high school students to achieve the graduation requirements; be prepared for career, college and life; and be supported intellectually, socially and emotionally throughout high school, student support systems – including advisory – became part of the conversation.

In the recommendation, we use the word advisory, but this type of small group time during the school day is also known as mentorship, learning teams, seminars, or other monikers. The recommendation does not dictate the model – only that students have opportunity to meet with an adult “point person” in small groups during the school day. Advisory would provide an explicit space for curriculum-based career and college readiness lessons during the course of the year, along with other social/emotional and life skills programs. All students would be receiving consistent access to the same types of supports and information.

**The Task Force recommends that a credit-bearing advisory is offered at every high school.** The recommended goals of the advisory are:

- Provide time and guidance to develop and maintain the High School and Beyond Plan
- Coach and support students in academic goal-setting, decision-making, and tracking
- Provide time for students to organize, seek extra help, and confer with advisors and others about academic issues
- Provide the opportunity for the development of at least one supportive adult relationship for each student
- Be planned around best practices for addressing social/emotional learning and building self-efficacy and autonomy
- Be collaboratively designed by each high school to meet the needs of the school community
- Address and support the needs and culture of the whole school

With regard to specifics and implementation considerations, the Task Force recommends the following:

- The advisory period is not less than 45 minutes per week.
  - A recommended model is two times per week, 20-30 minutes. One day could involve a lesson or activity; the other day is for doing homework, seeing teachers, or making up work, etc... (This model is currently utilized by Chief Sealth).
- Students are offered .25 credits a year for 45 minutes per week of advisory.
- Teachers will be supported to effectively lead advisory, and curriculum will be provided to them as needed.
- Advisory will be a venue in which counselors can deliver curriculum, including career and college readiness.
- One counselor serves as an Advisory Head Coach, a stipended position responsible for the overall planning and implementation of advisory, schoolwide.

The chart below illustrates the current landscape of advisories in Seattle high schools (some of the information was collected in 2014 and may be out of date).



### SPS High School Advisory Landscape

School	Advisory Logistics	Advisory Content/Focus
Garfield HS	No - Staff voted yes but cannot fiscally do it with preps	
Middle College HS	Yes - Every two weeks.	Individual meetings with students to look at progress in current classes and progress toward graduation. Goal setting and planning to meet requirements to earn credit in classes and create timeline/plan for meeting graduation requirements
Chief Sealth HS	Yes - Study Hall 45 minutes Wednesday & Thursday	The focus is to mentor students and guide them to academic success.
Center School	No - Voluntary Tutoring 35 minutes 3 times a week	
Southlake HS	Yes Monday – Thursday 35 minutes Friday – School-wide tutoring	The focus is on graduation requirements, extra assistance, make-up assignments and credit retrieval.
Rainier Beach HS	Yes – Twice a week: Wednesday & Thursday with 120 minutes/week	Coordinate with volunteer school staff, specialists, UW to provide weekly homeroom lesson plans on college readiness, life skills, social-emotional behaviors, and anti-bullying policies. We also use the allotted time to focus on our level one and two students who need additional support with passing the EOC/HSPE/COE, etc.
Nova	Yes – Weekly on Wednesdays (alternative scheduling)	Each teacher is assigned a group of students, advising them on social emotional, behavioral and academics.
Nathan Hale HS	Yes – 45 min twice a week	Need description
West Seattle HS	No Advisory	
Roosevelt HS	No Advisory	
Franklin HS	No Advisory	9 <sup>th</sup> grade student-led conference; focus on current progress and HSBP.
Cleveland HS	Yes - 20 min. every other day	Need description
Ballard High School	No Advisory	
Ingraham	No Advisory	

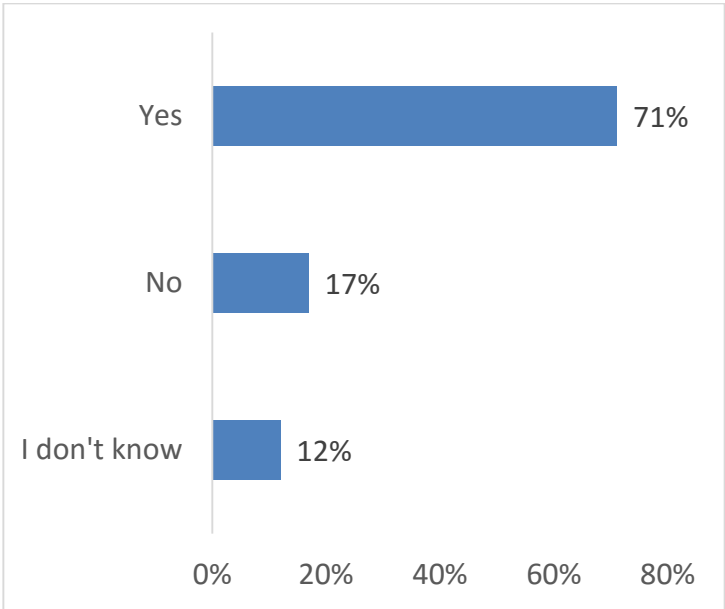
**Recommendation II B: Reduce the counselor load to the American School Counselor Association recommended one counselor to 250 students.** Currently, counselor to student ratio in many Seattle high schools is approximately one to 400. The reduced ratio will allow counselors to fully implement a data-driven comprehensive school counseling program based on the academic, career and personal/social needs of the students in the school. Counselors will be able to increase personalization and have more time to better serve students who need Tier 2 and Tier 3 interventions. They will have increased capacity to develop and implement schoolwide interventions and time for deeper data analysis to guide services.

Some Seattle high schools have already reduced counselor/student ratio using pockets of funding (West Seattle, for example, is using levy money to do this). From an equity perspective, ALL schools should have the ability to do so.

**Community Input and Alignment**

Both students and families are supportive of advisory. Across middle and high schools, 71 percent of families supported the notion of including advisory in the high school schedule. Further, those families whose students have advisory are generally satisfied with both the content of advisory (49 percent either satisfied or very satisfied) and the support provided in advisory (61 percent satisfied or very satisfied).

**Family Survey Response to whether High Schools Should Have Advisory (N = 1,221)**



Though families were not asked directly about counselors in the survey, many added comments that the large counselors' case load was hindering a high quality, meaningful High School and Beyond planning process:

- *High school counselors have so many students to work with that High School and Beyond planning is impersonal and meaningless because they cannot spend enough time with each student.*
- *The counselors' case load is ridiculously high, and they are woefully unable to help. They don't know the students well enough to offer more than general suggestions.*
- *My child's counselor is assigned to guide 400 students. There has been no time to create a High School and Beyond Plan.*

## Risks and Rewards

### Rewards

The potential pay-offs for a well implemented advisory are great. Advisories are broadly supported by families. Those currently experiencing them in the district are generally satisfied with them. Well implemented advisories can help increase students' sense of belonging, positively influence their attitudes toward school, increase effectiveness of the school counseling program, and improve student-teacher relations (Myrick, 1990; Galassi et al., 1997; Ziegler & Mulhall, 1994). Further, High School and Beyond planning and related curriculum needs to be delivered via some mechanism. Right now, many counselors must ask for class time to deliver content and/or have multiple one-on-one meetings with students. **Advisory provides an efficient and effective way to equitably deliver required content without interrupting learning time.**

Lastly, advisory and reduced counselor case load aligns with many of the guiding tenets of this work: personalization, collaboration, high expectations, and inclusion, decency and trust. Advisories are a tool to make sure students are known well and on the path to high school graduation:

*If one person in a school knows him well enough to care, a student's chances of success go up dramatically. In small groups that can focus on a range of subjects, teachers and students are forming new bonds and setting new standards for personal education ... More, advisory groups can promote the principles of unanxious expectation, trust, decency in student's relations with their teachers and others (Cushman, 1990, p. 1).*

### Risks

Advisory implementation is associated with some risks:

- Contractual language will need to be adapted to address the nature of advisory, the increase in student contact time and planning, and overall number of students seen each day.
- Given that, in some instances, advisory has not been adopted by schools, the district would need to address staff concerns and provide all necessary support and professional development.
- There are budget and logistical considerations related to the need for high quality professional development for all high school teachers.
- There are concerns about roles and responsibilities between the counselors, advisors, and students.
- Some schools lack the necessary space.

The main risk for reducing counselor case load is a budgetary one.

## RECOMMENDATION III: HIGH SCHOOL DAILY SCHEDULE CHANGE

### Recommendation

**The Task Force recommends that Seattle’s high schools adopt a five-period day, trimester schedule, otherwise known as a 3x5 schedule.** The 3x5 schedule offers Seattle’s high school students the opportunity to earn 30 credits over four years. This allows students the chance to recover credits during the school day and provides more options for electives and course-taking flexibility. While having all high schools on the same schedule will be a significant change, the Task Force feels strongly that access to the same number of credit opportunities is essential as students are asked to significantly increase their credits earned.

This option is most fully aligned with the committees’ guiding principles and with the family survey results and student focus group sentiments. As such, it is the schedule that seems to offer the most course taking opportunities and options for students while still allowing for the depth of learning (longer classes), increased personalization (fewer students per day), and attention to social-emotional well-being (fewer classes per day, less stress and homework). Further, research suggests the trimester as a way to reap the learning and attendance benefits of the block schedule – improved attendance, increased graduation rates – without the drawbacks of an A/B day block schedule and extended block period (Lybert, 1998).

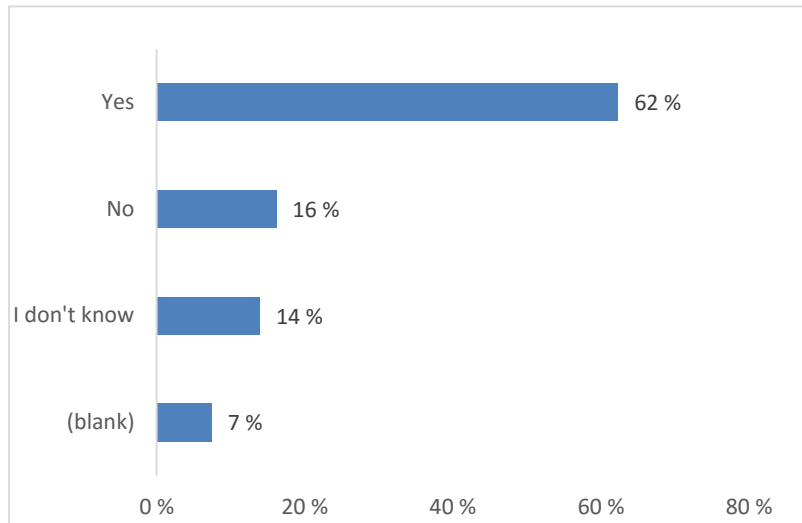
While the Task Force had the opportunity to weigh the merits of the 3x5 schedule against other schedule options (see below for extensive comparison), the group could not examine fully the feasibility of implementation of the 3x5 across the district. As such, the Task Force recommends continuing with a deeper investigation into the ramifications of the 3x5 schedule. Some of these next steps might include:

- Site visits to a 3x5 district or schools
- Mock-up master schedules
- Further research on the data supporting the 3x5 and connection to increased graduation rates
- Dialogue with high school principals about the risks and rewards
- Feasibility investigation with PowerSchool
- Feasibility investigation regarding IB and the 3x5
- Mock-up of a phased-in implementation plan

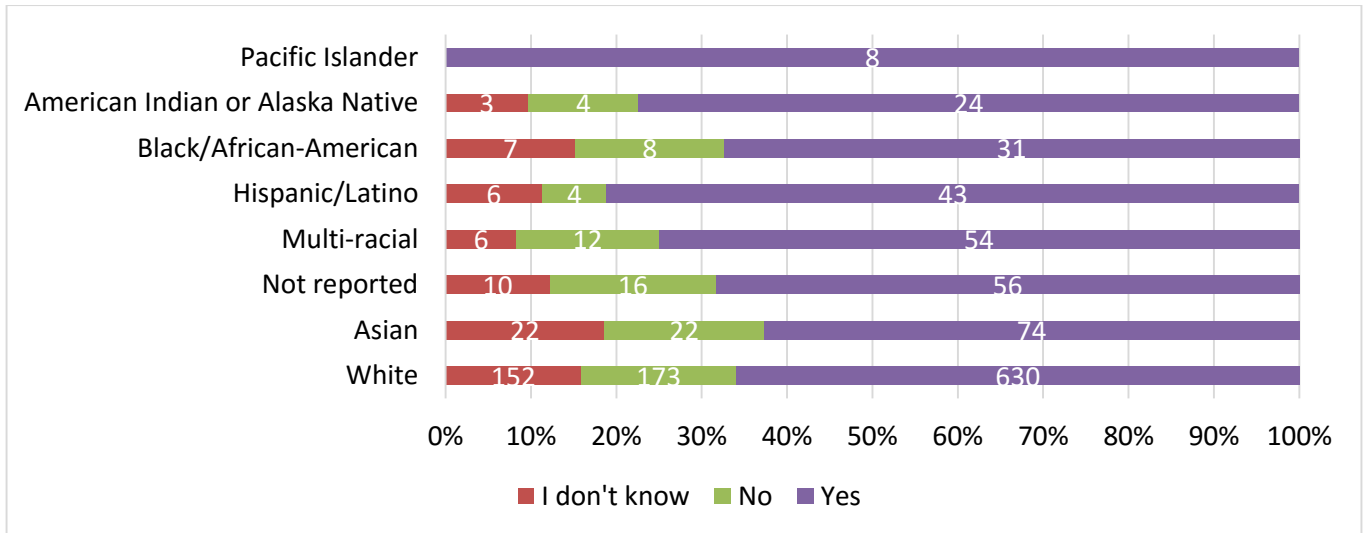
### Community Input and Alignment

Families overwhelmingly support an increased number of credit-earning opportunities.

**Family Survey response rates to “Should students have the opportunity to earn more than 24 credits?”**



**Credit-Earning Opportunity Data Disaggregated by Race/Ethnicity (non-respondents removed):  
“Should students have the opportunity to earn more than 24 credits?”**



The survey data on what types of changes to the schedule families would most support was not as clear, though families were most interested in students having “more free time” (25 percent) in their schedules.

Students were also somewhat equivocal on what attributes of a daily schedule they liked and disliked. For example, the majority of students expressed opinions in support of block periods:

- *I like block days because I can get feedback from teachers and ask questions.*
- *Block days (are good) because it gives me time to get my work done and learn more things.*
- *Block class periods – awesome because you could catch up and spend more time in each class.*

Some, however, found block days difficult:

- *I hate block days because I can't listen to my teachers for that long.*
- *I wish we didn't have block classes for sophomores and juniors because it makes it difficult to schedule around that.*

On the whole, students expressed an interest in increased flexibility, more contact time with teachers, and more course taking opportunities.

**Risks and Rewards**

The Task Force considered many different schedules. In the end, the 3x5 was the first choice. However, the “modified 6 period day” and “autonomous schedule with parameters” are also options, though with less support. Also considered were the “7-period day,” the “modified 8 period schedule,” and “no change.” Below, we describe each schedule and sketch the risks and rewards associated with each.

**5 Period Day – Trimester Calendar (3x5)**

In the 3x5 schedule students take 5 classes a day, which are approximately 70 minutes in length. Each trimester-long course is awarded .5 credits. Over the year, a student can earn 7.5 credits. Over four years, students can earn 30 credits.

Rewards	Risks
<ul style="list-style-type: none"> <li>• Students can earn 30 credits</li> <li>• Aligns with parents’ desires for students to earn more credits</li> <li>• Aligns with parent and student interest in increased course options, flexibility, and down time during the day</li> <li>• Reduced teacher case load</li> <li>• Fewer classes per day means less homework, fewer transitions, reduced stress</li> <li>• Allows for supported credit retrieval during the day</li> <li>• Increased class time allows for increased depth of learning</li> <li>• All students have equitable access to credit earning opportunities</li> <li>• All students have equitable access to region-wide courses &amp; programs</li> <li>• District can systemically support PD needs</li> <li>• Research supports increased graduation rates along with other positive indicators for 3 x 5 and other block scheduling models (see citations)</li> <li>• Aligns with many college models</li> </ul>	<ul style="list-style-type: none"> <li>• Entails a systemwide transition</li> <li>• Limited institutional knowledge for transition</li> <li>• Centralized scheduling solution could cause a mismatch between school program and daily schedule</li> <li>• More expensive than the “no change” option</li> <li>• Master scheduling challenges so students do not have trimester “gaps” in core subjects (retention issues)</li> <li>• Sequencing of courses – for students and teachers will be different and need careful attention (teacher preps per year?) Student schedules have to be projected over the whole year when planning</li> <li>• Will put high schools and elementary schools on trimester and leave middle schools on semester</li> <li>• More marking periods</li> <li>• Possible concerns about transitioning technical functioning in PowerSchools</li> <li>• Possible concerns of fit with IB</li> </ul>

The main advantage of the 5-period day with trimesters is that it allows students options to pursue their interests and to get in-school support without sacrificing credits or other opportunities. For example, 30 credits allows for sequenced pathways – that is, time for students to take multiple classes in a subject area of interest (Digital Filmmaking or STEM or Drama), each building on the previous, to provide them with in-depth learning in an area and allow them to build portfolios. Well-articulated pathways are important to successful Career and Technical Education programming and supports the intention of the new law allowing students to develop and follow their Personalized Pathways. Further, 30 credits allows students to meet core college requirements AND pursue a pathway or other area of interest, and do so without waiving PE and taking online courses to satisfy other graduation requirements. For students who need support or have special needs, 30 credits allows them to take math and or study-skill labs, without having to sacrifice electives/exploratory options.

For teachers, the 3x5 means a reduction in their student case load – from 150 to 120.

**Modified 6-period day**

The modified 6-period day is similar to the schedule currently used by Nathan Hale High School. In this model, the daily schedule is essentially a 6-period day, but some periods are blocked together to create longer classes bearing more credit. For example, Nathan Hale blocks periods 1, 2, and 3 for ninth graders and teaches Language Arts and Social Studies one quarter and Health and Science another quarter. Students, therefore, receive four credits for course work done during the three periods.

The proposed modified 6-period day would include blocked periods in both 9<sup>th</sup> and 10<sup>th</sup> grade, allowing students the opportunity to earn seven credits each of those years. The 11<sup>th</sup> and 12<sup>th</sup> grade years would remain on a straight 6-period day. Total credit earning opportunity through courses is 26 (with advisory offering another credit, for 27).

The Task Force feels that 27 credit opportunities are too few, given the risks of few credit-retrieval opportunities in the upper grades, and less flexibility in course taking makes this a less palatable option. However, they retain it as an option for consideration if the 3x5 schedule is not accepted.

Rewards	Risks
<ul style="list-style-type: none"> <li>• Aligns with parents’ desires for students to earn more credits</li> <li>• All students have equitable access to credit earning opportunities</li> <li>• All students have equitable access to region-wide courses &amp; programs</li> <li>• District can systemically support PD needs</li> <li>• Expertise on schedule within the district</li> <li>• Less disruption than the 3x5 in the transition, particularly for the classes of 2018-20</li> </ul>	<ul style="list-style-type: none"> <li>• Entails a system-wide transition</li> <li>• Centralized scheduling solution could cause a mismatch between school program and daily schedule</li> <li>• More expensive than the “No Change” option</li> <li>• Students who come in with a credit deficit in 11<sup>th</sup> grade do not have opportunity to make them up</li> <li>• Fewer course options and flexibility is counter to student/family input</li> </ul>

**Schools choose their own schedules**

Two main ideas undergird the possibility of schools adopting their own schedules: 1) all high schools are not currently on the same schedule; 2) a high school’s schedule should align with its mission, philosophy and pedagogical approach. The imposition of a districtwide schedule creates the possibility of a mismatch between a school’s philosophy and its daily schedule.

While these are important considerations, the Task Force ultimately felt that providing all students with the same credit -bearing opportunities, as well as consistency from school to school and equitable access to districtwide programs, outweighed the need for autonomy. However, the Task Force retains it as an option for consideration if the 3x5 schedule is not accepted or deemed feasible.

This schedule recommendation would mean that schools would be able to choose their own daily schedules, provided:

- Schools offer at least 27 credits
- The schedule includes an advisory
- The schedule fits with the semester calendar
- Schools increase credit-earning opportunities for (at least) ninth grade
- Schools increase school-based extended learning opportunities

Rewards	Risks
<ul style="list-style-type: none"> <li>• Gives schools autonomy to shape schedule to fit philosophy</li> <li>• Encourages the development of unique credit-bearing programs and extended learning opportunities by building/community</li> <li>• Aligns with parents’ desires for students to earn more credits</li> </ul>	<ul style="list-style-type: none"> <li>• Most schools will have to engage in a schedule decision-making process in 2016-17 and prepare for implementation simultaneously</li> <li>• Changes more difficult to support centrally</li> <li>• Budgeting more difficult centrally</li> <li>• Extended learning more difficult to support centrally</li> <li>• Credit earning and credit retrieval harder to track centrally</li> <li>• Options for schedule change are somewhat limited and have already been studied by committees</li> <li>• No consistency for students changing schools</li> <li>• Students do not have equitable access to credit earning opportunities</li> <li>• Students cannot equitably access districtwide programs</li> </ul>

While three other options were initially on the table, the committees eventually ruled them out. Here are some of the reasons they each were taken off the table:

**7-period day**

The 7-period day has too many transitions for students and teachers. The increased course-load does not support the values of in-depth learning, personalization, and social-emotional well-being



(increased stress of homework, more courses, etc...). While 7 periods would offer more course options and enhanced credit-bearing opportunities, the costs were thought to outweigh the benefits.

### **Modified 8-period day**

The modified 8-period day is the schedule Cleveland High School currently uses. Students take eight classes at a time, but on an A/B schedule, so they have four classes a day – except on Friday when they take all eight. Students have the opportunity to attain 32 credits over four years. However, managing eight classes at a time was seen as a drawback. Further, the classes are 90 minutes in length most days. This requires a specialized teaching approach. Cleveland, for example, uses a project-based learning model. It was thought that, philosophically and pedagogically, this might be too much of a change for all schools to enact. It would require extensive professional development and a philosophical shift on the part of many schools to support a 4-period day. Further, the A/B schedule makes it difficult for students to access districtwide programs such as Skills Center and Running Start.

### **No Change**

Some members of the High School Steering Committee advanced the notion of not recommending any schedule change and, instead, using any increase in funding to pay for more support staff in the schools: graduation support specialists, career center specialists, and reduced counselor load, for example. While everyone agreed that these support positions should be in place, the Task Force ultimately felt that only offering 24 credits over four years would not be best for students. Family input from the surveys would also suggest this as families were overwhelmingly in support of increasing the number of credit options.

The No Change option, however, does raise the question about budget. The committees were working with a sense that funding would be made available to support these recommendations, but they did not have a clear sense of how much money exactly. In general, there was agreement that BOTH a change in schedule AND enhanced support would be important for the successful support of students.

Below is a comparison of all the schedule options across a range of criteria. Please note the cost estimates are quite general in nature. A more detailed budget is provided as an addendum to this report.

### Schedule Comparison

	<i>Top Choice</i>	<i>Other possible choices</i>		<i>Considered; No longer in consideration</i>		
	<b>3 x 5</b>	<b>Modified 6</b>	<b>Schools Choose</b>	<b>2 x 7</b>	<b>No Change</b>	<b>Modified 8</b>
<b>Number of terms</b>	3	2	2	2	2	2
<b>Periods in a day</b>	5	4/6	Varied	7	Varied	4/8
<b>Length of term</b>	12	9/18	18	18	18	18
<b>Length of period</b>	70	85/50	Varied	45	Varied	90/40
<b>Transitions per day (including lunch)</b>	5	6/5	Varied	7	Varied	4/8
<b>Transitions per year</b>	10 maximum	6/5	Varied	7 maximum	Varied (6)	8 maximum
<b>Credits per year (Advisory not included)</b>	7.5	7 Fr./So. 6 Jr./Sr.	Varied	7	Varied (6)	8
<b>Hours of instruction per credit</b>	140	150	Varied	150	Varied (150)	150
<b>Weeks of instruction per credit</b>	24	36	36	36	36	36
<b>Required FTE (1,000 students/ 30 per class)</b>	41.60 FTE \$4,160,000	42 FTE \$4,200,000	Varied	46.66 FTE \$4,666,000	40 FTE (6 per) \$4,000,000	44.33 FTE \$4,433,000
<b>Teacher prep time/ day</b>	70 min	50 min	Varied	90 min	Varied (50)	90 min
<b>Periods teachers teach per day</b>	4	4/6 5/6	Varied	5	Varied (5)	3/6
<b>Number of students per teacher</b>	120	110/150	Varied	150	Varied (150)	90/180
<b>Number of final grading periods</b>	3	2	2	2	2	2
<b>Room for Advisory</b>	Yes	Yes	Yes	Yes	Yes	Yes
<b>Room for credit retrieval during day</b>	Yes	For some	Possibly	Yes	No/Varied	Yes

## RECOMMENDATION IV: EXTENDED LEARNING

Extended learning is a comprehensive category that includes the wide variety of ways for earning credit outside the basic daily, high school schedule. The Task Force has made recommendations in 5 categories of extended learning.

### **Recommendation IV A: Run digital credit-retrieval courses during the school day, supported by a classroom teacher.**

The Task Force recommends that digital courses for credit retrieval be offered during the school day in a classroom with dedicated computers and a highly qualified teacher. Ideally, all high schools would use the same vendor for credit-retrieval courses. Using a centralized digital platform would facilitate the collection of data about who is taking credit-retrieval courses, in what subject areas, and what the outcome or success rate is. Currently, there is no centralized tracking related to credit retrieval, so making decisions about how best to support these students is difficult.

Having a teacher support the course work will help students for whom online learning – and its lack of human interaction – makes that type of learning more difficult.

### **Community Input and Alignment**

Both students and families offered mixed opinions about online learning. For some students online learning provides a personalized path at their own pace:

- *I can take my time and read and work on it at my own pace.*
- *All classes should be credit retrieval, which means they should be shorter. I don't want to sit through stuff I already know. I liked pre-testing.*
- *I like it because you can work at your own pace.*

For other students, online learning was not engaging enough to hold their interest:

- *I don't like online that much. It's harder for me to focus. It's a lot easier than a normal class; in other ways it's so much more boring it becomes harder even though the work is dumbed down.*
- *I hate it. I need human interaction. I just hate it so much. It's so boring. I want to sleep so badly.*
- *It would be hard to learn without the structure of the teacher.*

### **Risks and Rewards**

The main risk associated with the recommendation is cost. Establishing the appropriate technology might be difficult for schools, and this would increase teacher costs in each building. The reward is two-fold: a) students are supported during the school day to retrieve credits, thereby increasing the likelihood of success, and staying on track for graduation; b) digital credit-retrieval is centralized, which means data collection and use of data to support students' credit retrieval (or mitigate against the need for credit retrieval) becomes more attainable.

### **Recommendation IV B: Convene a committee to create a long-term plan for an enhanced, districtwide approach to digital course-work in high schools.**

Initially the committees were investigating options for expanding and systematizing the opportunities for online courses for first-time credit. Using online courses for first-time credit is currently not systematic within the district, raising equity concerns about who is able to access the credit opportunity and who is not.

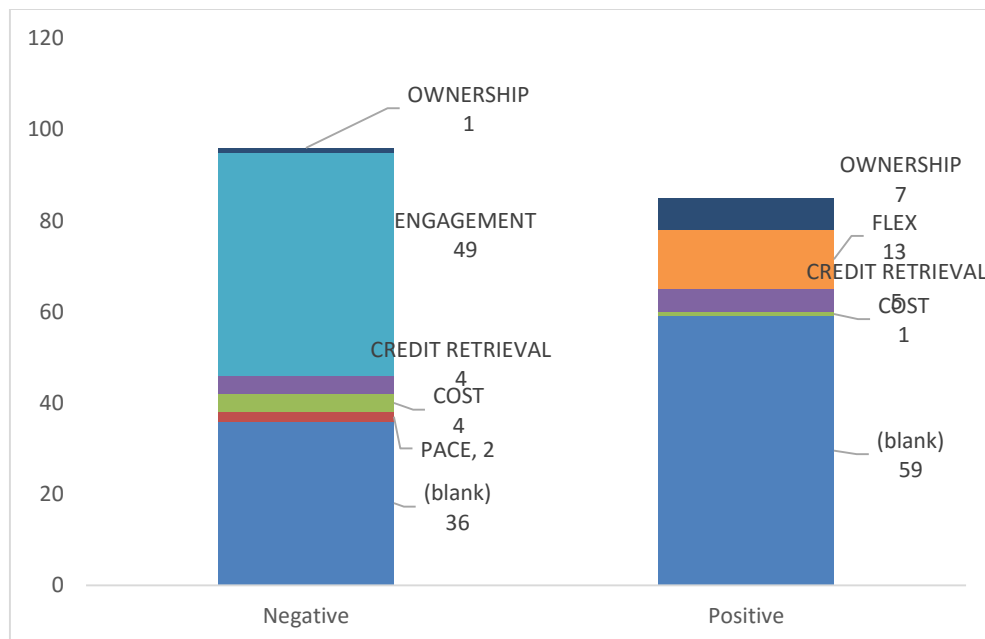
While no centralized data is available to fully understand patterns related to online course work, the general understanding from high school staff is that some students are able to pay for online courses and others are not. The result of this inequity is that students who can afford this option will often take health online, opening up their schedule to allow more room for elective courses such as world languages or music. Students who can't afford online courses then do not have the same opportunities to pursue electives. As credit requirements increase, this inequity could become more problematic especially if credit-earning opportunities are limited by the chosen schedule. More students who can afford it might look to online credit as a way to create more room in their daily schedules.

The work necessary to investigate and recommend approaches to address this issue was outside of the groups' scope of work. The Task Force shares a vision that first-time credit in online courses can be a system-wide offering within the next five years. The Task Force recommends that SPS convene a committee to investigate innovative best practice for digital learning, blending learning, and online learning and create an implementation plan. One possible starting point for courses to offer would be those for middle school students prepared to earn high school credit but without access through their schools (see the next recommendation). A number of districts across the country have deployed comprehensive online learning systems; some examples are provided in Appendix C.

**Community Input and Alignment**

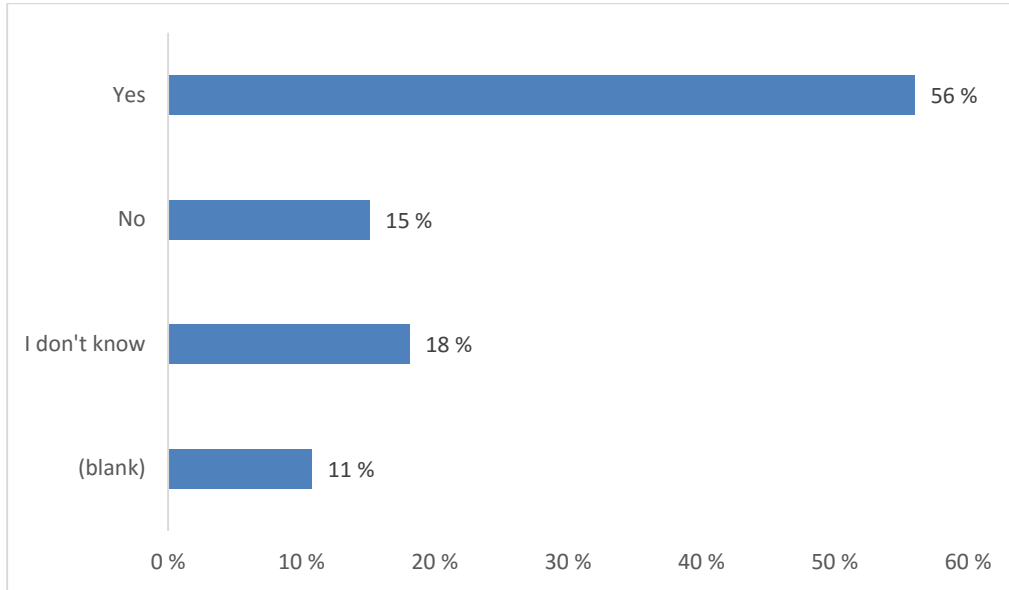
As noted above, student interest in online learning is mixed. The graph below compares student opinions (and reasons for those opinions) in support of and against online learning:

**Student reasons in support of or in opposition to online learning**



Families, in general, express an interest in availability of online courses:

**Family survey responses to “Should every student have an opportunity to take online classes during his/her high school career?” (N = 1475)**



**Recommendation IV C: Systematize the earning of high school credit at the middle school level so that middle school students across the district have the same opportunity to earn high school credit.**

The intention of this recommendation is not to increase high school credit earning at the middle school level, per se. Some students are academically and developmentally ready to take on high school course content in middle school and others are not. However, the Task Force thinks that ALL middle school students should have access to the same credit-earning opportunities. Current inequities in the system preclude equal opportunity for this to happen. For instance, K-8 programs have staffing limitations that constrain them from offering high school courses. Other schools, such as those with a Highly Capable or Advanced Learning program, seem poised to take full advantage of these options. Given the commitment to equity of opportunity for all students in Seattle Public Schools, we suggest the following:

- Students (and their families) who desire high school credit in middle school will be provided with a background FAQ about the relative rewards and risks.
- High schools coordinate with “feeder” middle schools in order to establish common understandings and expectations.
- All middle schools provide students with avenues for securing high school credit.
- In schools where staffing issues preclude a high school course option, the district shall provide an accessible online option.
- Schools that do not have these staffing limitations, in collaboration with the district, shall create options for enhancing a course in a manner that will allow students meet HS course outcomes.

The Portland, OR Public Schools has a policy and administrative procedure related to earning high school credit prior to ninth grade that may serve as an example or inform an approach:

[http://www.pps.net/cms/lib8/OR01913224/Centricity/Domain/179/6\\_10\\_100\\_P.pdf](http://www.pps.net/cms/lib8/OR01913224/Centricity/Domain/179/6_10_100_P.pdf)

## **Risks and Rewards**

The reward here is equity. Middle school students across the district will have access to the same courses and opportunity to earn high school credit. The risk is that by systematizing the approach to high school credit in the middle schools, the district is sending a message that “getting ahead” on credits is valued. Steps must be taken to mitigate against this message while also identifying ways to provide credit access equitably.

## **Recommendation IV D: Develop a long-term plan for the expansion of well-articulated Career and Technical Education (CTE) programs and pathways matched to student interest and labor market needs and increased work-site learning opportunities.**

Having well-articulated, accessible career and technical pathways is essential to the implementation of the new state law, as the flexibility granted to students for meeting Personalized Pathway Requirements is predicated on the availability of these courses for students throughout their high school career. Further, a well-articulated series of work-site learning experiences, culminating in a credit-bearing internship, is an excellent way to both increase credit-earning opportunities AND engage students in real-life, project-based experiential learning relevant to their courses and their interests.

Seattle Public Schools’ Skill Center courses offer similar opportunities for students to engage in career-related course work intended to prepare them for careers in areas of interest with immersive training. One obstacle to Skills Center attendance has been differing high school schedules. Because the Skills Center courses are offered only at some school sites, students interested in Culinary Arts, for example, must travel to Rainier Beach High School to take the course. Schedule as well as transportation can be a barrier. Having high schools on the same schedule (as discussed in recommendation III) will help this issue some, but having a long-term plan for increasing visibility, access, and courses related to student interest, located throughout the district, will also help.

Because these components are essential and because their planning and implementation will take 3-5 years, the Task Force recommends that the CTE Department, in conjunction with district High School and Career and College Planning leadership and community partners (business and industry leaders are required to be involved in the support of CTE pathways), create a strategic plan that addresses these issues, as well as others related to the enhancement of career and technical education opportunities for students.

The state of Washington completed a strategic plan for CTE in 2012:

<http://www.k12.wa.us/LegisGov/2012documents/StrategicePlanforCTE2012.pdf>

Appendix C contains links to districts with models of CTE that have multiple well-articulated pathways and work site experiences for students. In Vancouver, Washington, for example, the public schools offer 16 Career Clusters with 79 distinct, articulated programs of study: <http://vansd.org/career-pathways/>. These kind of robust options provide students with a wide variety of ways to think about and design their four-year course of study in connection with their High School and Beyond Plan.

Appendix C also has a link to the Portland, Oregon, school Career Learning page. Portland has incorporated career planning and experiences into its graduation requirements and High School and Beyond planning system. Students are required to complete specific career-related learning

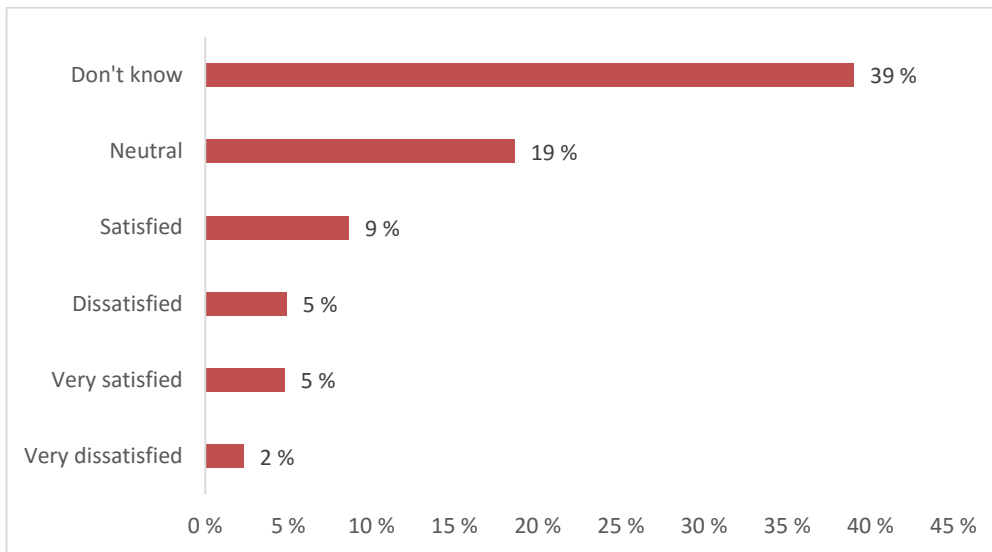
experiences for graduation. These are tracked through the HSBP (they use Naviance). As the committee completes its plan, the Task Force feels policies and approaches such as these would be worth considering.

Lastly, students, families, and school personnel are interested in having more opportunities for students to earn credit through work-site experiences and internships. While this is an appealing model for earning credit, internship credit is predicated (per state law) on a) the student taking an associated CTE class for curricular connections to the work-site learning, and b) the student having participated in preparatory work-site experiences, such as job shadows and mock interviews, prior to an internship. For these reasons, internships are not viable as an immediate credit-bearing opportunity but need to be part of a long-term plan for boosting career clusters, programs of study, career-related learning experiences, and ultimately credit-bearing internships.

### Community Input and Alignment

The main finding through the family survey is that many families are unfamiliar with both CTE and the Skills Center. When asked for their opinion of the CTE offerings at their school, 39 percent of high school families responded that they didn't know enough about the offerings to answer. Another 19 percent said they were neutral.

**Family Survey Response Regarding Satisfaction with CTE Course Offerings at their Student's School (N=616)**



Responses were similar to a question about use of the Skills Center. Seventy percent of respondents had never heard of it. In both cases, families whose students had participated in either Skills Center or CTE courses were satisfied with them, though these were small sample sizes.

### Risks and Rewards

There are limited risks in engaging in a strategic planning process. Mostly the risk is in NOT completing this work. As the new graduation requirements come on board, students will be given greater flexibility and options to meet the requirements through personalized pathways of interest to them. Having excellent options for students is paramount to both engaging them in high school and preparing them for post high school success.

**Recommendation IV E: Support a Career Center Specialist/Work-Site Learning Instructor at each high school.**

As the need for work-site learning and career investigation opportunities grow, so too does the need for dedicated staff to manage the requirements and serve as an intermediary between students and external partners, arranging and supporting the learning in site visits, job shadows and internships. State law requires that internships be overseen by a CTE specialist in order for students to earn credit. Further, the support and coordination needed to engage in an internship or other work-site learning is extensive and needs to be supported by trained and knowledgeable staff.

**Recommendation IV F: Summer school**

The Task Force’s main concern with summer school is that it be equitably available to students who want to attend for credit retrieval. Current summer school is available, centrally, for approximately 300 students, and some high schools offer their own summer schools. Those opportunities seem to be enough to cover current need, but since credit retrieval is not tracked, it’s difficult to know. As credit requirements go up, the district should:

- Ensure summer opportunities for credit retrieval continue to be visible and accessible to all students;
- Investigate summer school as a space for students to earn first-time credit; and
- Develop procedures to collect data about summer school activities, attendees and credits earned across the district, and then use the data to inform approaches.



## RECOMMENDATION V: POLICY CHANGES

### Recommendations

#### **Recommendation V A: Revise Board Policy 2415 to reflect state law and tie the service learning component directly to the High School and Beyond Plan.**

The Task Force recommends the following revisions to Board Policy 24: a) reflect the new credit requirements; b) reflect the enhanced importance of the High School and Beyond Plan, c) remove the 2.0 GPA requirement, and d) change the service learning hours to be tied directly to the High School and Beyond Plan.

The 2.0 GPA graduation policy language presents several challenges to students, families and school staff. Due to the way it is constructed, it is confusing to implement and could prevent students from graduating who earn 24 credits. Given the increased credit requirements and the implementation of state exit exams, the Task Force feels the 2.0 requirement serves as an unnecessary barrier to graduation. The unintended consequences of the policy include the following:

- Dropping “E” grades may, in some cases, make failing more desirable than passing a class.
- Students can have a CORE GPA of 2.1 and still not graduate.
  - The word *required* in Policy 2415 complicates the calculations.
- Students may pass every class required for graduation and not be eligible to graduate.
- Because “E” grades are dropped from the district graduation GPA calculation, many students meet the requirement without a true 2.0 GPA.

In Washington state, Seattle is one of only two districts that require a minimum GPA in addition to all other graduation requirements. Since Seattle Public Schools added the 2.0 graduation requirement, external, objective measures of student academic performance have been put in place to demonstrate academic proficiency, including reading, writing, mathematics and science state assessments.

The table below estimates the number of waivers for the classes of 2013 & 2014 by region. It is estimated that 98 percent of all submitted waivers are granted; however, schools do not use the same criteria when deciding whether to request waivers. We have not been able to determine the number of students who were eligible, did not submit a waiver and left Seattle Public Schools without a diploma.

**Number of 2.0 GPA waivers submitted, by region, in 2013 and 2014, by region**

	# of Waivers Class of 2013	Anticipated # of waivers Class of 2014	On-track c/o 2014 students – official GPA below 2.0	Total number of 2014 students on track for graduation
<b>Central Region</b>	15	82	61	687
<b>Southwest Region</b>	55	66	51	435
<b>Southeast Region</b>	49	69	99	366
<b>Northwest Region</b>	37	72	50	635
<b>Northeast Region</b>	52	45	45	628
<b>District Totals</b>	208	334	306	2751

With regard to service learning, the Task Force supports maintaining it as a Seattle-specific graduation requirement but recommends explicitly tying it, in policy language, to the High School and Beyond Plan. The service learning hours and, potentially, a reflection component could be tracked in the electronic HSBP portfolio. Portland Public Schools requires Career Related Experiences (job shadow, work site visits) as a graduation requirement, which are tracked through an electronic HSBP platform, Naviance.

**Community Input and Alignment**

The family survey gauged families’ opinions about the service learning and GPA requirements of Policy 2415. In both cases, families overwhelmingly support keeping the requirements.

- 77% of families support keeping the 2.0 GPA requirement. This does not align with the Task Force’s suggestion to do away with the requirement. However, the Task Force came to understand some of the unintended consequences of the policy, and the potential barriers it creates for students who could potentially earn 24 credits and not graduate. The risk of this lack of alignment in public perception and recommendation is discussed below in the risk section.
- 62% of families support keeping the service learning requirement. However, comments about the policy (in the survey) reflected a desire to make the requirement more meaningful and more uniformly implemented:
  - *Service for service sake and to just meet an hourly requirement is not ideal. Service should be connected to classroom curriculum – modeled after community*

*engagement opportunities at colleges and universities – see programs like those at UW Carlson Center and at UW Bothell in Community Based Learning and Research.*

- *Think that 20 hours of meaningful service would be better than 60 hours of "just get it done" service. I think the meaning of the service hours has been lost.*
- *I like the idea of community service – but student driven and optional. It feels more like a forced thing now. It's like quantifying the amount of reading – the more it's measured and quantified, the less pleasurable it is. "*

### **Recommendation V B: Adopt a new policy waiving two credits (of the 24) for students with “unusual circumstances.”**

This two-credit waiver is mandated by state law but enacted locally. A template for this policy was provided by the state, which is noted on the template attached as Appendix F.

### **Recommendation V C: Rewrite Board Policy 2420 to reflect these recommendations.**

While the specific rewrites for Policy 2420 might need to be based on which of the other recommendations are adopted, the Task Force generally recommends the following:

- Eliminate all references to a high school credit being equivalent to 150 hours of planned instructional activity.
- All testing language should be updated to reference Smarter Balanced.
- The language about promotion needs to be updated for the class of 2021 and beyond to address the new credit requirements.

The 150 hours time-based definition of a credit was changed in 2011 as part of the State Board of Education’s overhaul of the graduation requirements. The thinking of the SBE was that a “non-time-based” policy would:

- Place the focus on student-centered learning.
- Allow districts more flexibility to meet the increased credit requirements.
- Allow districts to determine, and individualize, how much course time is needed for students to meet the state’s standards (SBE website: <http://www.sbe.wa.gov/faq/highschoolcredits.php#three>).

Districts may now stipulate in policy their own definition of a credit as either earned by a passing grade or earned through competency and mastery.

### **Risks and Rewards**

These policies must be changed to comply with state law; therefore, the main risk is of non-compliance. In areas where district policy is different from state policy, one of the risks is that additional requirements or constraints on graduation may serve as barriers to graduation for students who have met all of the state’s requirements. The board must weigh whether the rewards of higher standards outweigh the risks of some students not graduating because of them. Further, the board would need to weigh whether or not the programs and supports systems are in place to equitably support all students to meet the higher standards.

## OTHER CONSIDERATIONS

The Task Force would like to offer suggestions in a number of other areas even though a) they are either slightly outside of the scope of the committee or b) the Task Force didn't have enough time to fully consider them.

### **Middle School Alignment**

A number of the recommendations raise the question about alignment with middle schools. While middle schools are outside of the scope of committees, the Task Force recognizes the potential logistical and budgetary impact on middle schools relative to HSBP, schedule, high school credit earning in middle schools and other areas. There was one middle school counselor on the High School Steering Committee and a number of middle school parents on the Task Force, but more planning and engagement should be done with middle schools.

### **School-Based Technology**

The High School and Beyond Plan and digital credit retrieval recommendations require extensive access to school-based technology. The current landscape of technology in high schools was not well known, and therefore, no specific recommendations about what needs to be done are included in this report. This requires further investigation.

### **Increased Requirements in World Language and Science**

The committees did not specifically address changes to high school programs necessitated by the increased credit requirements in world language and science. In part, these changes will be based on what schedule is adopted. As new courses are adopted and new teachers are hired (per potential schedule change), these should be strategically examined by individual schools in light of the need to provide more offerings in specific areas.

### **Implementation Leadership**

One learning through the recommendation process was that the current district leadership structure potentially lacks a point person to oversee the transition to these new requirements and support high school principals directly with implementation and change.

### **Dissent**

An early draft of the recommendations was provided to high school principals as well as all members of the High School Steering Committee and 24-Credit Task Force. All of them were given a link to a survey through which they could express their agreement or disagreement with the recommendation process and each individual recommendation, as well as provide feedback through comments. The comments were used, as feasible, to shape the final draft. Both committees had meetings after seeing the drafts as well and used those opportunities to provide feedback and shape more content. As of this writing, 14 people had completed the survey, and some areas of dissent and/or disagreement should be noted:

- Of the 14 people, one principal and one Task Force member expressed disagreement that the process was likely to yield “thoughtful, student-centered, equity-focused recommendations.”
- The recommendation about the 3x5 schedule yielded the most variability in agreement.

Strongly Agree	38% (5)
Agree	8% (1)
Neither Agree or Disagree	30% (5)
Disagree	15% (2)
Strongly Disagree	8% (1)

This range of opinions suggests the need for deeper study of the 3x5 schedule as detailed in the recommendation.

## **BUDGET**

A full budget addendum will be submitted with the report. Below is a preliminary list of costs. An implementation plan would help determine how costs are allocated over the next three years.

### **Recommendation Element**

3x5 schedule at every high school

High School and Beyond online planning tool for middle and high school

Advisory period (possibly no cost)

Reduce counselor caseload to 1:250

Stipend for "Advisory Lead"

Common online credit retrieval platform (possibly no 'extra' cost)

Teacher to support online credit retrieval during school day

Career Center Specialist/ Work-Site Learning Coordinator

### **Professional Development**

HS & MS counselors trained on HSBP tool

Training for all HS teachers on advisory

Training for all HS staff on schedule change

## Citations – Reading List

Canady, R. L., & Rettig, M. D.(1995). *Block scheduling: A catalyst for change in high schools*. Gardiner, NY: Eye on Education.

Canady, R. L., & Rettig, M. D.(1995). The power of innovative scheduling. *Educational leadership*, 53(3).

Cushman, K. (Ed.). (1990). Are advisory groups ‘essential’? What they do, how they work [Electronic version]. *Horace*, 7(1).

Galassi, J.P., Gullede, S.A., & Cox, N.D. (1997b). Planning and maintaining sound advisory programs. *Middle School Journal*, 28(5), 35-41.

Jenkins, E., Queen, A. & Algozzine, B. (2002). To Block or Not to Block: That's Not the Question. *The Journal of Educational Research*, Vol. 95 (4), 196-202.

Lewis, C., Dugan, J., Winokur, M., & Cobb, R.B. (2005). The effects of block scheduling on academic achievement. *NAASP Bulletin*. 89: 72.

Lybbert, B. (1998). *Transforming Learning with Block Scheduling*. Thousand Oaks, CA: Corwin Press, Inc.

Myrick, R.D., Myrick, L.S., Blair, C., Chambers, S., Highland, B., Lawson, L. et al. (1990). *The teacher advisor program: An innovative approach to school guidance*. Ann Arbor, MI: ERIC Clearinghouse on Counseling and Personnel Services. (ERIC Document Reproduction Service No. ED316791).

Rettig, M. *Trends and issues in high school scheduling*. Presentation. James Madison University.

Ziegler, S., & Mulhall, L. (1994). Establishing and evaluating a successful advisory program in a middle school. *Middle School Journal*, 25(4), 42-46.

## **List of Appendices**

Appendix A: Committee Membership

Appendix B: SPS Credit Data

Appendix C: Research and Resources

Appendix D: List of CBOs to whom survey was sent directly

Appendix E: Survey Demographic Data: To be added

Appendix F: Template for 2 credit waiver policy



## Appendix A: Committee Members

### High School Steering Committee Members

Committee members on this list attended at least two of the 24-credit related meetings. Some participants are not ongoing members of the High School Steering Committee but were added as a part of this process.

<b>Name</b>	<b>Role</b>	<b>School</b>
Anna Box	Mathematics Program Manager	Central Office
Ruth Medsker	Principal	West Seattle High School
Concepcion Pedroza	Principal	Seattle World School
Kris McBride	Academic Dean	Garfield High School
Jeff Ursino	Teacher	West Seattle High School
Cynthia Jatul	Teacher	Roosevelt High School
Katherin Meyer	Work-site specialist	West Seattle High School
George Breland	Principal	Cleveland High School
Dan Gallagher	Interim Director, College and Career Readiness	Central Office
Jill Hudson	Principal	Nathan Hale High School
Janine Madaffari	Curriculum Specialist, Advanced Learning	Central Office
Bruce Patt	Literacy Coach	Central Office
Anna Box	Mathematics Program Manager	Central Office
Carrie Richardson	Counselor	Roosevelt High School
Phyllis Campano	Vice President	SEA
Nikki Duncan-Sortun	Counselor	Roosevelt High School
Lori Douglas	Academic Dean	Chief Sealth High School
Sherri Kokx	Manager, School Operations and Interim Principal, Skills Center	Central Office
Melissa Reymus	Assistant Principal	Interagency
Krista Rillo	College Bound Student Support	Central Office
Beth Roodhouse	Bilingual School Coach, ELL	Central Office
Lilia Goldsmith	Counselor	Hamilton Middle School
William Drake	IT Manager, Student Systems and Support	Central Office

## Appendix A, Continued

### 24 Credit Task Force Members

Committee members on this list attended at least two of the 24-credit related meetings.

<b>Name</b>	<b>Role</b>	<b>School</b>
Myrna Muto	Counselor for College and Career Readiness	Central Office
Ramona Hattendorf	Parent & VP of Community & Parents for Public Schools of Seattle	Ballard High School
Sheree Fantz-Gut	Parent	West Seattle High School
Laurie Rasmussen	Parent and Teacher	Madison Middle School
Sue Kershaw	Parent	Denny Middle School
Sharmilla Williams	Parent	Garfield High School & Washington Middle School
Kendra Rose	Teacher	Franklin High School
Michelle Sloan	Teacher	West Seattle High School
Erin Shafkind	Teacher	Nathan Hale High School
Maria Aliza	Parent	Denny Middle School
Frederica Merrell	Parent and Math Teacher	Roosevelt High School
Gregory Dawson Nichols	Parent	Roosevelt High School Eckstein Middle School
Gayle See	Instructional Coach, Physical Education	Central Office
Gail Sehlhorst	Manager, Visual and Performing Arts	Central Office
Kimberlee Campbell	Parent	Ballard High School McClure Middle School

### Meeting Dates

<b>24 Credit Task Force</b>	<b>High School Steering Committee</b>
March 17, 2015	February 4, 2016
March 31, 2015	February 11, 2016
April 7, 2015	February 23, 2016
April 21, 2015	March 18, 2016
May 5, 2015	April 22, 2016
June 9, 2015	
February 23, 2016 (reconstituted com	
March 1, 2016	
March 22, 2016	
March 31, 2016	
April 21, 2016	

**Appendix B: Number and Percent of on time 12<sup>th</sup> grade graduates graduating with 24 or more credits 2012-15**

**Summary of Classes of 2013, 2014 and 2015 On Time 12th Grade Graduates:  
Number and Percent Graduating with 24 or More Credits.**

	Total	Graduated w/ 24 or more Credits?			
		No		Yes	
	N	N	%	N	%
Total, 3 Years	7475	2990	40.0%	4485	60.0%

**Class of 2013 On Time 12th Grade Graduates:  
Number and Percent Graduating with 24 or More Credits.**

	Total	Graduated w/ 24 or more Credits?			
		No		Yes	
	N	N	%	N	%
<b>Ballard</b>	363	163	44.9%	200	55.1%
<b>Cleveland</b>	122	10	8.2%	112	91.8%
<b>Franklin</b>	246	124	50.4%	122	49.6%
<b>Garfield</b>	333	161	48.3%	172	51.7%
<b>Roosevelt</b>	352	170	48.3%	182	51.7%
<b>Chief Sealth Intl</b>	233	79	33.9%	154	66.1%
<b>West Seattle</b>	158	92	58.2%	66	41.8%
<b>Ingraham</b>	172	52	30.2%	120	69.8%
<b>Rainier Beach</b>	57	28	49.1%	29	50.9%
<b>Nathan Hale</b>	210	14	6.7%	196	93.3%
<b>NOVA</b>	43	18	41.9%	25	58.1%
<b>Center School</b>	44	18	40.9%	26	59.1%
<b>Interagency</b>	7	4	57.1%	3	42.9%
<b>Middle College</b>	28	19	67.9%	9	32.1%
<b>Cascade Parent Ptr Prg</b>	5	5	100.0%	0	.0%
<b>South Lake HS</b>	13	12	92.3%	1	7.7%
<b>Total Class of 2013</b>	<b>2386</b>	<b>969</b>	<b>40.6%</b>	<b>1417</b>	<b>59.4%</b>

**Appendix B, Continued**

**Class of 2014 On Time 12th Grade Graduates:  
Number and Percent Graduating with 24 or More Credits**

	Total	Graduated w/ 24 or more Credits?			
		No		Yes	
	N	N	%	N	%
<b>Ballard</b>	314	160	51.0%	154	49.0%
<b>Cleveland</b>	150	6	4.0%	144	96.0%
<b>Franklin</b>	263	102	38.8%	161	61.2%
<b>Garfield</b>	394	179	45.4%	215	54.6%
<b>Roosevelt</b>	373	174	46.6%	199	53.4%
<b>Chief Sealth Intl</b>	230	77	33.5%	153	66.5%
<b>West Seattle</b>	172	107	62.2%	65	37.8%
<b>Ingraham</b>	171	77	45.0%	94	55.0%
<b>Rainier Beach</b>	71	33	46.5%	38	53.5%
<b>Nathan Hale</b>	251	26	10.4%	225	89.6%
<b>NOVA</b>	30	9	30.0%	21	70.0%
<b>Center School</b>	54	23	42.6%	31	57.4%
<b>Res Consortium</b>	1	1	100.0%	0	.0%
<b>Interagency</b>	9	9	100.0%	0	.0%
<b>Middle College</b>	27	15	55.6%	12	44.4%
<b>Cascade Parent Ptr Prg</b>	2	0	.0%	2	100.0%
<b>South Lake HS</b>	8	5	62.5%	3	37.5%
<b>Total Class of 2014</b>	2520	1003	39.8%	1517	60.2%

Appendix B, Continued

**Class of 2015 On Time 12th Grade Graduates:  
Number and Percent Graduating with 24 or More Credits**

	Total	Graduated w/ 24 or more Credits?			
		No		Yes	
	N	N	%	N	%
<b>Ballard</b>	365	181	49.6%	184	50.4%
<b>Cleveland</b>	178	13	7.3%	165	92.7%
<b>Franklin</b>	250	88	35.2%	162	64.8%
<b>Garfield</b>	308	133	43.2%	175	56.8%
<b>Roosevelt</b>	362	137	37.8%	225	62.2%
<b>Chief Sealth Intl</b>	247	117	47.4%	130	52.6%
<b>West Seattle</b>	191	108	56.5%	83	43.5%
<b>Ingraham</b>	204	81	39.7%	123	60.3%
<b>Rainier Beach</b>	90	30	33.3%	60	66.7%
<b>Nathan Hale</b>	205	20	9.8%	185	90.2%
<b>NOVA</b>	43	21	48.8%	22	51.2%
<b>Center School</b>	57	30	52.6%	27	47.4%
<b>Res Consortium</b>	24	22	91.7%	2	8.3%
<b>Interagency</b>	27	24	88.9%	3	11.1%
<b>Middle College</b>	3	0	.0%	3	100.0%
<b>Cascade Parent Ptr Prg</b>	13	12	92.3%	1	7.7%
<b>South Lake HS</b>	2	1	50.0%	1	50.0%
<b>Total Class of 2015</b>	2569	1018	39.6%	1551	60.4%

## Appendix C: Research and Information related to 24 Credit Graduation Requirements & Associated Issues

**\*State Board of Education Site:** <http://sbe.wa.gov/graduation.php#.VtJvKsHSnIX>

This site has excellent information about many issues related to the new graduation requirements. Click through all of the links and explore the site thoroughly. If you can only spend time on one thing, please look at this.

State Board of Education FAQs:

[http://www.sbe.wa.gov/documents/BoardMeetings/2016/Mar/11\\_24-creditOutreach.pdf](http://www.sbe.wa.gov/documents/BoardMeetings/2016/Mar/11_24-creditOutreach.pdf)

### Information about 24 Credits in the Press

Seattle Times 2014 guest editorial <http://www.seattletimes.com/opinion/guest-expand-washingtons-quos-graduation-requirements-to-24-credits/>

Seattle Times 2008 editorial <http://www.seattletimes.com/opinion/24-credits-to-graduate/>

### State Graduation Requirements, In General

For those who were interested in a comparison with other states. This information looks to be about two years old but is the most comprehensive out there:

<http://ecs.force.com/mbdata/mbprofall?Rep=HSO1>

The site that report comes from also provides state to state comparisons in other areas:

[www.ecs.org](http://www.ecs.org)

### Advisories

This is a handbook that schools can use to create advisories. It is a guide but also contains a literature review and research-based advice for the most important dimensions of advisories.

<https://www.brown.edu/academics/education-alliance/sites/brown.edu/academics/education-alliance/files/publications/thepower.pdf>

### \*Scheduling

- The 3x5 Trimester Schedule (PDF) – also provided as an appendix
- To Block or Not to Block (PDF)
- Block Scheduling (PDF)
- Trends and Issues in High School Scheduling (PDF)
- Study of different schedules (1985) <http://files.eric.ed.gov/fulltext/ED411337.pdf>

Eugene information on change to common 3 x 5 (read then click through link at bottom of page):

<http://www.4j.lane.edu/instruction/secondary/high-school-schedule-review/>

### Career and Technical Education Information

Washington State:

<http://www.k12.wa.us/CareerTechEd/WhyCTE.aspx>

<http://www.k12.wa.us/CareerTechEd/pubdocs/FAQs5-27-15.pdf>

Seattle Schools

<https://w.org/cms/One.aspx?portalId=627&pageId=18026>

Portland Public Schools Career Exploration Graduation Requirements

<http://www.pps.net/Page/739>

## Appendix C, Continued

### Online Learning

WA State online learning: <http://digitallearning.k12.wa.us/>

Denver Public Schools program (article): <https://thejournal.com/articles/2009/02/01/credit-recovery-software-the-new-summer-school.aspx>

Central Florida District -similar size to SPS (article)  
<https://thejournal.com/articles/2013/03/25/florida-schools-deploy-district-wide-digital-blended-learning-platform.aspx>

### *Sample programs*

Apex Learning: Online provider to schools: <http://www.apexlearning.com/>

Edgenuity (used by Tacoma): [www.edgenuity.com](http://www.edgenuity.com)

FUEL (used by Garfield): <http://fuellearning.com/>

WA Approved providers list: <http://digitallearning.k12.wa.us/approval/providers/>

### Middle School Credit Policy and Administrative Procedure

Portland Public Schools:

[http://www.pps.net/cms/lib8/OR01913224/Centricity/Domain/179/6\\_10\\_110\\_AD.pdf](http://www.pps.net/cms/lib8/OR01913224/Centricity/Domain/179/6_10_110_AD.pdf)

[http://www.pps.net/cms/lib8/OR01913224/Centricity/Domain/179/6\\_10\\_100\\_P.pdf](http://www.pps.net/cms/lib8/OR01913224/Centricity/Domain/179/6_10_100_P.pdf)

### Credit Retrieval

Tacoma Schools FAQ:

<http://www.tacoma.k12.wa.us/information/departments/summerschool/Pages/FAQ1.aspx>

Ballard HS (and some SPS Info)

[http://ballardhs.seattleschools.org/services/counseling\\_center/summer\\_school/](http://ballardhs.seattleschools.org/services/counseling_center/summer_school/)

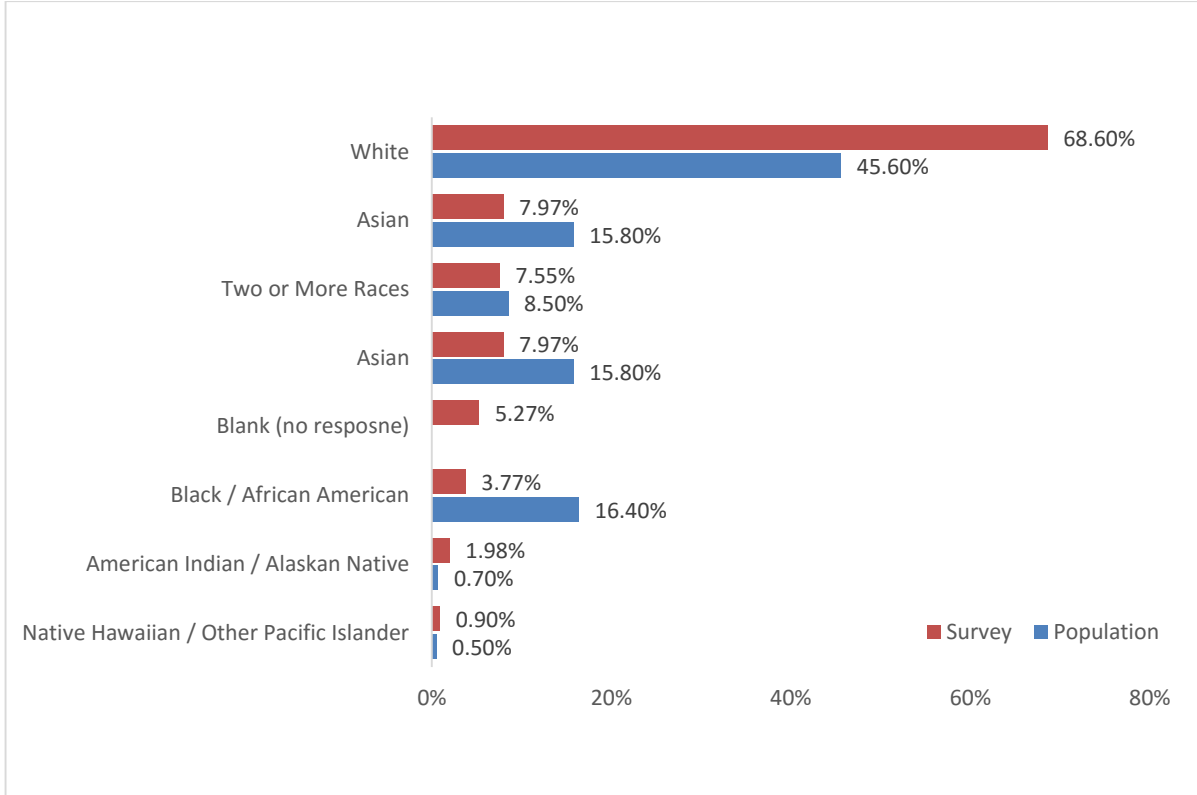
**Appendix D: Community -Based Organizations to whom survey link was sent**

<b>Organization</b>	<b>School-site based</b>
Africa Town Center for Education Innovation*	
Back Pack Academy	Franklin (?)
Breakfast Group*	Franklin, Garfield, Cleveland, South Lake, and Rainier Beach
Central Area Youth Association*	
DADS – Black Dads Involvement Program*	South Lake school
Emerald City Bible Fellowship*	Rainier Beach - Bridging the Gap
Empower Youth and Families*	
LK Media*	
Life Enrichment Program*	Rainier Beach, Cleveland, Southshore, South Lake, Washington
NAACP Education Program*	
Union Gospel Mission Youth Services	
Young Geniuses Academy (Umoja Peace Center)	Currently at UPC intersted in SE Seattle schools



## Appendix E: Some Survey Demographic Data

### Survey Respondents by Race/Ethnicity compared to district population



## Appendix E, Continued

### Self-reported school of respondents (number and percent of total respondents)

School	Level	Responses	Percentage of respondents
Roosevelt	HS	189	25%
Ballard	HS	137	18%
Garfield	HS	106	14%
Hale, Nathan	HS	86	11%
Ingraham	HS	80	10%
West Seattle	HS	54	7%
Franklin	HS	26	3%
Chief Sealth	HS	23	3%
Center School	HS	21	3%
Cleveland	HS	20	3%
Nova	HS	18	2%
Seattle World School	HS	4	1%
Rainier Beach	HS	3	0%
Beacon	HS	2	0%
Interagency Queen Anne	HS	2	0%
Hamilton	MS	173	20%
Other (please specify)	MS	131	16%
JAMS (Jane Addams)	MS	113	13%
Eckstein	MS	95	11%
Washington	MS	76	9%
Whitman	MS	68	8%
Madison	MS	55	7%
McClure	MS	46	5%
Mercer	MS	42	5%
Denny	MS	30	4%
Kurose, Aki	MS	15	2%

\*When the survey was first released, the drop down menu omitted the names of the K-8 schools thereby making those respondents fill out “other.” Further analysis will be done to add the K-8 schools to this analysis as individual schools.

**Appendix F: Washington State School Directors' Association Credit Waiver Policy  
Template**

**Policy: 2418  
Section: 2000 – Instruction**

---

## **Waiver of High School Graduation Credits**

The board seeks to provide all students with the opportunity to complete graduation requirements without discrimination and without disparate impact on groups of students. In so doing, the board acknowledges that unusual circumstances may result in a student's inability to earn all twenty-four credits required for high school graduation. Unusual circumstances may include, but are not limited to:

- Homelessness;
- A health condition resulting in an inability to attend class;
- Limited English proficiency;
- Disability, regardless of whether the student has an individualized education program or a plan under Section 504 of the federal Rehabilitation Act of 1973;
- Denial of an opportunity to retake classes or enroll in remedial classes free of charge during the first four years of high school;
- Transfer during the last two years of high school from a school with different graduation requirements.
- Other circumstances (e.g., emergency, natural disaster, trauma, personal or family crisis) that directly compromised a student's ability to learn.

The board delegates to the superintendent or his/her designee discretion to grant a waiver of a maximum of two elective credits required for graduation. A student's parent/guardian or an adult student must file the district's [*insert district's form name, e.g., Application for Waiver of High School Graduation Credits (Form 2418F)*] with the superintendent's office no later than thirty days prior to the student's scheduled graduation date. In order to graduate, students granted a waiver must earn seventeen required subject credits (four English, three Math, three Science, three Social Studies, two Health and Fitness, one Arts, one Career and Technical Education) which may be by satisfactory demonstration of competence as provided by WAC 180-51-050.

Cross References:	2410	High School Graduation Requirements
Legal References:	RCW 28A.345.080	Model policy and procedure for granting waivers of credit for high school graduation.
	WAC 180-51-068	State subject and credit requirements for high school graduation – Students entering ninth grade on or after July 1, 2015
	WAC 180-51-050	High school credit – Definition.

Management                      April 2015 Issue  
Resources:

Adoption Date: District Adoption Date  
School District Name: School District Name  
Classification: **Discretionary**  
Revised Dates:

---

© 2015 Washington State School Directors' Association. All rights reserved.

## Appendix G: 3 x 5 Schedule Information and Resources

### Three x Five --- Trimester Schedule along with some trimester variations (3 x 6, 7 courses a trimester, 8 courses a trimester)

A trimester system divides the academic school year into three terms, each of which typically encompasses 12 weeks.

Includes examples from:

- Oregon City High School, Oregon City, Oregon
- Sage Creek High School, Carlsbad, California
- Mt. Crest High School, Hyrum, Utah
- Granada High School and Livermore High School, Livermore Valley Joint Unified School District, Livermore, California
- Casco Bay High School, Portland Public Schools, Portland, Maine
- Park High School, South Washington County, Minnesota
- Homestead High School, Mequan, Wisconsin
- 4J School District, Eugene, Oregon

As well as other trimester variations and resources.

According to one trimester advocate, Mark Westerburg, the 3x5 Trimester Schedule “allows for all the benefits of block scheduling without the built-in problems. Requiring no additional staff and saving money while providing more classes for students are strong reasons for leaving a traditional schedule and moving to a trimester format.

Balancing students’ core classes over three terms allows for less stress on students. Staff members are given more preparation time with fewer students and classes to manage.”

	Trimester 1	Trimester 2	Trimester 3
Block 1	Course 1	Course 6	Course 11
Block 2	Course 2	Course 7	Course 12
Block 3	Course 3	Course 8	Course 13
Block 4	Course 4	Course 9	Course 14
Block 5	Course 5	Course 10	Course 15

Typically, each trimester runs 12 weeks and there are 3 trimesters per school year.

Typically, each course period is approximately 70---72 minutes.

Typically, traditional year-long courses run two of the three terms. (i.e., each trimester course is the equivalent of .5 credits or a traditional semester credit).

Typically, students take five courses each trimester.

Typically, teachers teach 4 classes each trimester.

Typically, each trimester class is the equivalent of a full semester class AND two trimesters of an academic course is the equivalent of a full year course.

Typically, band, choir, and some Advanced Placement (AP) courses may run three terms.

## Appendix G, Continued

Typically, there are 2 official grading periods per trimester. Typically, these occur at the 6<sup>th</sup> and 12<sup>th</sup> weeks.

Typically, students can earn 7.5 credits a year.

Typically, the faculty cost factor is 4/5 (80%)

### 5-Period Trimester Schedule

		Fall	Winter	Spring
1 <sup>st</sup> Period	70 Minutes	1	6	11
2 <sup>nd</sup> Period	70 Minutes	2	7	12
3 <sup>rd</sup> Period	70 Minutes	3	8	13
4 <sup>th</sup> Period	70 Minutes	4	9	14
5 <sup>th</sup> Period	70 Minutes	5	10	15

Alternate:

### 6-Period Trimester Schedule

		Fall	Winter	Spring
1 <sup>st</sup> Period	60 Minutes	1	7	13
2 <sup>nd</sup> Period	60 Minutes	2	8	14
3 <sup>rd</sup> Period	60 Minutes	3	9	15
4 <sup>th</sup> Period	60 Minutes	4	10	16
5 <sup>th</sup> Period	60 Minutes	5	11	17
6 <sup>th</sup> Period	60 Minutes	6	12	18

### ***Sage Creek High School*** Carlsbad

Unified School District Carlsbad,  
California

"Sage Creek High School students will enroll in a trimester schedule. Students will take five classes per day that will meet daily for 70 minutes and each trimester is twelve weeks long (**see Trimester Overview**).

Following are some of the benefits of the trimester schedule:

- **Students can accelerate.** As you review the course sequence for Spanish in the below sample schedules, you see that a student can take three years of a world language in two academic years.
- **Students can enroll in a support class** without compromising their ability to earn sufficient graduation credits. In the 10th Grade Sample Schedule, the student is enrolled in a Fundamentals of Chemistry as an elective course.
- **Students can re--take a course** and still stay on course to meet high school graduation requirements.
- **Students can have a "late---start" or "early release" period.** This is a great opportunity for athletes who need to depart school before the last period of the day is over for games during their designated season.

## Appendix G, Continued

Students can explore various electives and/or take additional core classes.

Academic Year	Credit Earning Potential
Freshman	75 Credits
Sophomore	75 Credits
Junior	75 Credits
Senior	75 Credits
<b>TOTAL</b>	<b>300 CREDITS</b>

- **Students can graduate high school with 300 credits.** The Carlsbad Unified School District high school requirement is 230 credits.”

### 9<sup>th</sup> Grade Sample 3 x 5 Trimester Schedule

Fall Trimester	Winter Trimester	Spring Trimester
English 9	Art or CTE elective	Art or CTE elective
Biology	Biology	English 9
Geometry	Geometry	Algebra II
Spanish II	Spanish II	Spanish III
Freshmen P.E.	Freshmen P.E.	Elective

### 10<sup>th</sup> Grade Sample 3 x 5 Trimester Schedule

Fall Trimester	Winter Trimester	Spring Trimester
English 10	PE	Pathway CTE course (or AP seminar)
AP European Civ.	AP European Civ.	English 10
Chemistry	Chemistry	P.E.
Spanish III	Spanish IV	Spanish IV
Algebra II	Pre-Calculus	Pre-Calculus

### Oregon City High School

Oregon City, Oregon 3  
x 5 Trimester

Beginning Fall 2003, Oregon City High School began utilizing a five period trimester schedule. Class periods are 70 minutes in length. The school year is divided into three trimesters of twelve weeks each. At Oregon City High School, each trimester course is worth .5 credits and the full year equivalent of an academic course would be worth 1.0 credit. In other words, a traditional year long course runs two trimesters. if a student takes five classes each trimester/term, he/she would have the possibility of earning 7.5 credits each year.

Teachers teach 4 out of 5 courses each trimester term.

In 2013---2014, Oregon City High School had 2340 Students and 100+ staff. Sample

Regular Day 1<sup>st</sup> Lunch Bell Schedule

Early Bird	6:20 – 7:34
Period 1	7:40 – 8:54
Period 2	9:00 – 10:16
1 <sup>st</sup> Lunch	10:16 – 10:50
Period 3	10:56 – 12:20
Period 4	12:16 – 1:30
Period 5	1:36 – 2:50

Sample Regular Day 2<sup>nd</sup> Lunch Bell Schedule

Early Bird	6:20 – 7:34
Period 1	7:40 – 8:54
Period 2	9:00 – 10:16
Period 3	10:22 – 11:36
2 <sup>nd</sup>	11:36 – 12:10
Period 4	12:16 – 1:30
Period 5	1:36 – 2:50

The Wednesday Schedule includes Early Release at 2:00 p.m. with time for teacher collaboration as well as a 30--minute Advisory period.

There is also a Wednesday Early Release Schedule with no lunch, assembly schedules, and final exam schedules.

<http://ochspioneers.org/sites/default/files/pages/OCHS-curriculum-handbook-2015-16.pdf>

Mt. Crest High (Mountain Crest High School)

Hyrum, Utah

3 x 5 Trimester schedule w. Flex Period

Monday – Thursday

Hour	Start	End	Length
1 <sup>st</sup>	8:00	9:00	60
FLEX	9:05	9:55	50
2 <sup>nd</sup>	10:00	11:00	60
1 <sup>st</sup> Lunch	11:00	11:30	30
Upstairs, Math			
Annex, Pool			
3 <sup>rd</sup>	11:35	12:35	60
3 <sup>rd</sup>	11:05	12:05	60
2 <sup>nd</sup> Lunch			
Downstairs, PE			
& Seminary	12:05	12:35	30
4 <sup>th</sup>	12:40	1:40	60
5 <sup>th</sup>	1:45	2:45	60

Friday

Hour	Start	End	Length
------	-------	-----	--------



1st	8:00	8:50	50
FLEX	8:55	9:20	25
2nd	9:25	10:15	50
1 <sup>st</sup> Lunch Upstairs, Math Annex, Pool	10:15	10:45	30
3rd	10:50	11:40	50
2 <sup>nd</sup> Lunch Downstairs, PE & Seminary	10:20 11:10	11:10 11:40	50 30
4th	11:45	12:45	50
5th	12:40	1:30	50

Granada High School Livermore High School  
Livermore Valley Joint Unified School District  
Livermore, California

Monday, Tuesday, Thursday, Friday

Period 1	8:00 – 9:10
Period 2	9:20 – 10:35
Period 3	10:45 – 11:55
Lunch	11:55 – 12:35
Period 4	12:35 – 1:45
Period 5	1:55 – 3:05

Wednesday

Period 1	8:00 – 8:50
Period 2	9:00 – 9:50
A.S.E. *	10:00 – 10:25
Period 3	10:35 – 11:25
Lunch	11:25 – 12:00
Period 4	12:00 – 12:50
Period 5	1:00 – 1:50
Collaboration	2:00 – 3:05

**Homestead High School** Mequon---  
Thiensville School District Mequon,  
Wisconsin

Monday, Wednesday, Friday

Extra Help	7:10 – 7:20
------------	-------------

Period 1	7:25 – 8:39
Period 2	8:45 – 10:03
Lunch A	10:09-10:39
3A	10:09 – 11:23
Lunch B	11:29 – 11:59
3B	10:45 – 11:59
4	12:05 – 1:18
5	1:24 – 2:37

Tuesday, Thursday – w. short flex time

Extra Help	7:10 – 7:20
Period 1	7:25 – 8:33
Period 2	8:39 – 9:52
Lunch A	9:59 – 10:29
3A	9:59 – 11:07
Lunch B	11:13 – 11:43
3B	11:49 – 12:57
4	1:03 – 2:11
5	2:16 – 2:37

Also, from Homestead High School/Mequon-Thiensville School District:  
Trimester Schedule Consideration FAQs

[http://www.mtsd.k12.wi.us/cms\\_files/resources/Trimester%20FAQ%20Final%202.pdf](http://www.mtsd.k12.wi.us/cms_files/resources/Trimester%20FAQ%20Final%202.pdf)

### **Casco Bay High School**

Portland Public Schools

Portland, Maine

An Expeditionary Learning School

“Expeditionary Learning (EL) is an acclaimed national model for school reform that emphasizes high achievement through learning that is active, challenging, meaningful, public and collaborative.”

### Graduation Requirements for Portland School Board

4 years of English	8 credits
3 years of Social Studies	6 credits
3 years of Mathematics	6 credits
3 years of Science	6 credits
1 semester of Health	1 credit
1 year of Physical Education	2 credits
1 year of Fine Arts	2 credits
Elective Courses	10 credits
Total for Graduation	41 credits

Expeditionary Learning Graduation Expectations

4 years of English
4 years of Social Studies
4 years of Math
4 years of Science
3 years of a Second Language
Adventure/Fitness credits that meet district requirements
Art credits that meet district requirements
4 years of Crew (advisory)

In a trimester, Casco Bay students typically earn two-thirds credit (.66) for each trimester course successfully complete. Humanities courses meet every day, all year, and so are worth four credits per year. Each Humanities course completed counts as one year of English and one year of Social Science.

Intensives are typically worth one-third credit.

Casco Bay is actually on a trimester system. Students complete 6 credits per year.

<i>MONDAY</i>	(83 minute classes)
Block #1/4	7:55 – 9:18
Crew	9:22 – 9:42
Block #2/5	9:45 – 11:08
Lunch	11:11 – 11:40
Team Support Time	11:43 – 12:33
Block #3/6	12:37 – 2:05

<i>TUESDAY</i>	88 minute classes)
Block #1/4	7:55 – 9:23
Block #2/5	9:27 – 10:55
Lunch with Crew	10:59 – 11:27
Academic Support	11:31 – 12:33
Block # 3/6	12:37 – 2:05

<i>WEDNESDAY</i>	2:05 Dismissal (September and June, 83 minute classes)
Block #1/4	7:55 – 9:18
Block #2/5	9:22 – 10:45

Lunch	10:45 – 11:15
Crew	11:19 – 11:49
School Meeting	11:53 – 12:38
Block #3/6	12:42 – 2:05
	1:05 Dismissal (October through May, 66 minute classes)
Block # 1/4	7:55 – 9:01
Block #2/5	9:05 – 10:11
Crew	10:15 – 10:45
Lunch	10:45 – 11:13
School Meeting	11:17 – 11:55
Block #3/6	11:59 – 1:05

THURSDAY	(88 minute classes)
Block #1/4	7:55 – 9:23
Block #2/5	9:27 – 10:55
Lunch	10:59 – 11:27
Academic Support	11:31 – 12:33
Block # 3/6	12:37 – 2:05

FRIDAY	(88 minutes)
Block # 1/4	7:55 – 9:23
Block # 2/5	9:27 – 10:55
Lunch	10:59 – 11:27
Crew*	11:31 – 12:33
Block #3/6	12:37 – 2:05
<ul style="list-style-type: none"> <li>• Every other Friday, Crew meets the last hour of the day</li> </ul>	
Block # 3/6	11:31 – 12:59
Crew	1:03 – 2:05

- Students are assigned to courses for six blocks
- Courses meet every other day, with the exception of Humanities which meets every day.
- Blocks 1, 2, and 3 meet every “A” day. Blocks 4, 5, and 6 meet every “B” day.
- The daily schedule is subject to change, depending on the needs of curriculum, instruction and fieldwork
- The first and last blocks are synched with Portland and Deering High School’s schedule to allow students to take advantage of “common block” offerings at each high school.

Also,

- Students only earn course credit when they have met each course standard assessed.
- Students may strive to “exceed the standards” and earn “honors” in every course.
- Each student will be encouraged to earn college credit before graduation.

Crew (Advisory): “Each student at our school is a member of a crew. We strive to have student crews stay together for two years, with one advisor for grades 9&10 and another for grades 11&12. Crew advisors are also often their advisees’ classroom teachers. Our primary focus in Crew is to ensure that each student: (1) is known well by at least one adult within the school and (2) is an active member of an on-going, small peer community. Crew is a dynamic vehicle for students to explore the three Crew Guiding Questions: Who am I? How am I doing? What are my plans for the future? ....

Crew is a required, one credit course and typically meets daily for thirty minutes. Each year, a student must meet all Crew standards in order to pass. This includes preparing for and leading student parent--advisor conferences, one in the fall and one in late winter.

See

[https://cbhs.portlandschools.org/UserFiles/Servers/Server\\_1098483/File/2015-2016%20CBHS%20Handbook%20December.pdf](https://cbhs.portlandschools.org/UserFiles/Servers/Server_1098483/File/2015-2016%20CBHS%20Handbook%20December.pdf)

**Park High School**

South Washington County, Minnesota

Variation on the trimester model with 6 courses a trimester – 3 x 6

High Schools in South Washington County, Minnesota operate on a Trimester Schedule. Daily 6

Period Bell Schedule

Zero Hour	7:15 – 8:15 a.m. (Monday-Thursday)
Period 1	8:35 – 9:28 a.m.
Period 2	9:34 – 10:27 a.m.
Period 3	10:33 – 11:26 a.m.
Period 4	11:32 a.m. – 1:05 a.m.
A Lunch: Lunch 11:26 – 11:56 a.m.	
Class 12:02 – 1:05 p.m.	
B Lunch – Class 11:32 – 11:49 a.m.	
Lunch 11:49 a.m. – 12:19 p.m.	
Class 12:19 – 1:05 p.m.	
C Lunch – Class 11:32-12:12 p.m.	
Lunch 12:12 – 12:42 p.m.	

Class 12:42 – 1:05 p.m.	
D Lunch – Class 11:32 a.m. – 12:35	
Lunch 12:25 – 1:05 p.m.	
Period 5	1:11 – 2:05 p.m.
Period 6	2:11 – 2:05 p.m.

Variation on the trimester model with 8 courses

	1 <sup>st</sup> Trimester 60 Days	2 <sup>nd</sup> Trimester 60 Days	3 <sup>rd</sup> Trimester 60 Days
Trimester Course 140 minutes	Course 1 (full year course in 60 days)	Course 2 (full year course in 60 days)	Course 3 (full year course in 60 days)
30 minutes Lunch (includes passing)			
Year Long Course – 50 minutes	Course 7		
5 minutes passing			
Year Long Course – 50 minutes	Course 8		
Trimester Course 140 Minutes	Course 4 (full year course in 60 days)	Course 5 (full year course in 60 days)	Course 6 (full year course in 60 days)

Variation on Trimester Schedule with 7 courses

	1 <sup>st</sup> Trimester 60 Days	2 <sup>nd</sup> Trimester 60 Days	3 <sup>rd</sup> Trimester 60 Days
Trimester Course 140 minutes	Course 1 (full year course in 60 days)	Course 2 (full year course in 60 days)	Course 3 (full year course in 60 days)
10 minute nutrition break			
Trimester Course 70 minutes	Course 4A	Course 4B	Course 5B
30 minutes Lunch (includes passing)			
Trimester Course 70 minutes	Course 5A	Course 6A	Course 6B
5 minute passing			
Full Year Course 50 minutes	Course 7		

4J District  
Eugene, Oregon:

### ***ONE DISTRICT'S RATIONALE for choosing a 3x5 TRIMESTER BELL SCHEDULE***

#### High School Common Schedule

"All 4J high schools to have common schedule by 2013–14

To support student learning in our high schools and increase operational efficiency, 4J is moving to a consistent schedule at all high schools. All 4J high schools will have the new 3x5 trimester schedule in 2013–14.

Aligning schedules will be:

- **More fair.** Students' learning opportunities and time expectations for teachers will be more equitable.
- **More efficient.** Having different schedules in each high school creates operational inefficiencies, increases costs, and makes it difficult to share staff between schools.
- **Better for students.** Changing schools will be much easier for students who move, especially when the transition is mid--year. Students will be better able to access courses at other high school campuses, Lane Community College and the University of Oregon, as well as virtual classes offered at a set time".

Why was the 3x5 trimester schedule selected?

The 3x5 schedule was the preferred choice of work group members. The work group decided that this schedule best fit their criteria for depth and rigor, student engagement in learning, scheduling flexibility and sustainability.

There are advantages and disadvantages to any schedule; some advantages of the 3x5 trimester schedule are:

- Five 70---minute classes each day provide for focus, depth and engagement in each subject.
- Students requiring more time to learn are able to use all three trimesters to gain credit for a course.
- Students doing poorly in a course are able to have a fresh start after 12 weeks (1 trimester) instead of 18 or 36 weeks, so they can recover credits during the same school year.
- Students who learn quickly are able to accelerate in their areas of interest and complete a high school sequence in that discipline, then continue their accelerated learning by enrolling in college---level courses.
- For high school students taking courses at UO or LCC, the 3x5 schedule aligns well with the higher education calendar.
- Students can be provided additional instructional time prior to AP and IB exams.

- 12-week elective courses can be created that are especially interesting and engaging.
- The schedule is nimble for both students and schools, allowing students to take different classes if their needs or interests change, and allowing schools to adjust course offerings to meet student needs.
- A four-year plan for a specific pathway of study can be designed and students can be deliberately scheduled across four years.
- Class sizes can be reduced, thereby allowing for more personalization.
- Teacher collaboration for the purpose of supporting students could be enhanced because teachers teaching the same subject might share students from one trimester to the next.
- Additional courses can be offered with the same amount of teacher FTE, which both increases options for students and reduces class size.

What is the new schedule?

The new schedule is a 3x5 trimester schedule with five class periods per day.

- 3 terms with 5 classes per day
- Each term is 12 weeks long
- Class periods are 70 minutes long (approx.)
- Students earn 0.5 credits per class per trimester (1 credit over two trimesters and 1.5 credits over three trimesters)
- Students earn 7.5 credits per year and 30 credits over four years if fully scheduled

Does every high school have to have exactly the same schedule?

No. Aligning schedules does not require that our high schools have a uniform bell schedule. There may be differences among schools related to variables such as passing time between classes and the time of day that classes start and end. It does mean that all high schools will have the same number of periods each day. The length of a class period and reporting and grading periods will also be the same.

Will this make all high schools the same?

No. Each high school will continue to emphasize different programs, offer some different classes, and retain its own unique style. The schedule change will make learning time and opportunities more equitable across different schools, and allow staff from different schools to collaborate and build upon each other's work to offer better instruction.

When will schools change to the new schedule?

High schools were allowed to decide whether to convert to the new schedule in either 2012–13 or 2013–14. Churchill was ready to implement the new schedule in September 2012. North Eugene, South Eugene, Sheldon and Eugene IHS will transition to the 3x5 schedule in September 2013.

What is the school calendar for next year?



The school calendar is developed in coordination with key stakeholders, approved by the school board, and published each spring for the following school year. Typically school begins in September and ends in June, with a two--week winter break in late December and a one--week spring break in March. In most years winter and spring break are aligned with the University of Oregon's schedule. Over time the district intends to align high school calendars more closely with calendars at the University of Oregon and Lane Community College, to provide high school students better access to higher education options.

What Does the Schedule Change Mean for Students? What does the 3x5 schedule mean for my school?

These one--page documents identify benefits of moving to the 3x5 schedule from a South, Sheldon, Churchill and North student perspective, along with a short list of reasons the district has selected the 3x5 as its high school schedule."

NOTE: CCASN has been following the 3x5 Implementation in the 4J District. Churchill High School moved to a trimester schedule in September 2012; the other three high schools moved to a trimester schedule in 2013. There are a series of interesting reports from the 3x5 Implementation Steering Committee that are available on the 4j District website. : <http://www.4j.lane.edu/instruction/secondary/hsschedule/updates/>

Trimester.org

This web site, facilitated by Mark Westerburg, features Pros and Cons of the trimester bell schedule, trimester research, most common trimester schedules, save \$ in Trimesters, looping in a trimester, and much more.

According to Westerburg, the trimester is "the best of the block schedules that creates flexibility and improvement." The web site also describes how the trimester schedule has become very prominent in Michigan.

Included also is a comparison of 4 x 4 versus 3 x 5 at the 9<sup>th</sup> and 10<sup>th</sup> grade levels. .

<http://www.trimesters.org>

*(NOTE: Be careful, to search for trimesters.org as opposed to trimester.org. Otherwise, you will find yourself on a pregnancy site.)*

*See also from trimesters.org, research brief on trimester schedules that also has some good examples of school and/or district process in determining an effective bell schedule:*

<http://www.trimesters.org/uploads/3/4/2/1/3421809/trimesterresearch.pdf>

**Using a Trimester Schedule – Mark Westerburg** National School Board presentation <http://www.trimesters.org/NSBAPresentation.pdf>

# DRAFT - Briefing Paper: Future High School Schedules Decision

## PROBLEM STATEMENT

With the desired outcomes of expanding quality credit opportunities for Seattle High School students while also advancing District strategic goals, the office of the Associate Superintendent for Teaching and Learning is considering options regarding future secondary school schedules.

## BACKGROUND

In 2016, a group of education contributors (known as the 24-Credit Task Force and the High School Steering Committee) gathered to assess the requirements and opportunities inherent in Seattle Public Schools' implementation of Washington State Law [RCW 28A.230.090](#). The resulting report, *24 Credit Task Force Recommendations*, detailed the ways Seattle Public Schools can adapt to Washington State's new graduation requirements to ensure all students have equitable access and support to graduate while achieving state and district student learning, performance and development goals. A central recommendation resulting from the Task Force's final report was "to create a balanced approach between schedule changes and increased and enhanced support of students to meet the state's new requirements and prepare ALL students for career, college and life." It was determined that without a change in schedule type for at least some schools within the district, many students would be at-risk for not meeting the new 24 credit graduation requirements.

## SHARED VALUES & GUIDING PRINCIPLES

The Seattle Public School mission states that we are "committed to ensuring equitable access, closing the opportunity gaps and excellence in education for every student" and a primary goal in the District's 2013-2018 strategic plan is to, "Ensure educational excellence and equity for every student-from pre-kindergarten through graduation, all students will be held to high expectations. Teachers and staff will receive the tools and professional development they need to support each student's journey." The strategic plan also indicates the need to allow for changes to accommodate the 24 credit requirement which states, "...for students who enter the ninth grade or begin the equivalent of a four-year high school program, shall total 24." (WAC 180-51-068).

## SCHOOL SCHEDULE OPTIONS

A decision is needed on an **optimal common schedule type** proposed by District leadership (defined by semester/trimester, periods per day, block options, and other parameters):

- Option 0: 2 semesters, 6 periods per day, teach 5
- Option 1: 2 semesters, 7 periods per day, teach 5
- Option 2: 2 semesters, 7 periods per day, teach 6
- Option 3: 2 semesters, Modified 6
- Option 4: 2 semesters, 8 periods per day using an A/B block schedule, teach 7
- Option 5: 2 semesters, 8 periods per day using an A/B block schedule, teach 6
- Option 6: 3 trimesters, 5 periods per day, teach 4

Option	Rewards	Risks
<b>Option 0: 2 semesters, 6 periods</b> Length of term: 18 weeks Class length 50 minutes Student load 6 Meeting format daily year-long Teacher load 5/6 150 students	No Change Changes to CBA: <ul style="list-style-type: none"> <li>• None needed</li> </ul> Credit Earning: <ul style="list-style-type: none"> <li>• Students can earn 24credits</li> </ul> PD for instruction: <ul style="list-style-type: none"> <li>• None needed</li> <li>• Percent in core 67%</li> </ul> Other: <ul style="list-style-type: none"> <li>• Cost factor 83% *(\$48,131,468)</li> </ul>	<ul style="list-style-type: none"> <li>• No expanded credit opportunities</li> </ul>

## DRAFT - Briefing Paper: Future High School Schedules Decision

	<ul style="list-style-type: none"> <li>Adding an Advisory may not violate current CBA</li> </ul>	
<p><b>Option 1: 2 semesters, 7 periods</b>            Length of term: 18 weeks            Class length 45 minutes            Student load 7            Meeting format daily year-long            Teacher load 5/7 150 students</p>	<p>Changes to CBA:</p> <ul style="list-style-type: none"> <li>None needed</li> </ul> <p>Credit Earning:</p> <ul style="list-style-type: none"> <li>Students can earn up to 28 credits</li> </ul> <p>PD for instruction:</p> <ul style="list-style-type: none"> <li>None needed</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>Adding an Advisory may not violate current CBA</li> </ul>	<p>Cost:</p> <ul style="list-style-type: none"> <li>Teachers teaching 71% of day vs. current 83% *\$56,127,867</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>Students would have more strain on executive functioning</li> <li>Shorter periods do not allow for deeper learning</li> <li>Percent in core 57%</li> </ul>
<p><b>Option 2: 2 semesters, 7 periods</b>            Length of term: 18 weeks            Class length 45 minutes            Student load 7            Meeting format daily year-long            Teacher load 6/7 180 students</p>	<p>Credit Earning:</p> <ul style="list-style-type: none"> <li>Students can earn up to 28 credits</li> </ul> <p>PD for instruction:</p> <ul style="list-style-type: none"> <li>None needed</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>Cost factor 71% vs. 83% *\$46,773,222</li> <li>Percent in Core 57%</li> </ul>	<p>Changes to CBA:</p> <ul style="list-style-type: none"> <li>Need to change student count/day</li> <li>Need to change # preps and # of content areas</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>Students would have more strain on executive functioning</li> <li>Shorter periods do not allow for deeper learning</li> <li>Adding Advisory would further increase workload</li> </ul>
<p><b>Option 3: 2 semesters, modified 6 period day</b>            Length of term: 9/18 weeks            Class length 50/85 minutes            Student load 4 or 5            Meeting format mixed daily yearlong with block 2x a week            Teacher load 5/6 120- 150 students</p>	<p>Credit Earning:</p> <ul style="list-style-type: none"> <li>Students can earn up to 27 credits            9th grader have four classes meeting in two blocks during the first three periods of the day, students would earn seven credit over the course of the year. In addition, a possible .5 credit for mentorship. This would mean they could earn 7.5 credits.            If repeated for 10 grade, 7.5 credits.</li> </ul> <p>Changes to the CBA</p> <ul style="list-style-type: none"> <li>Not needed</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>Grade 9 and 10 teachers see two groups of students at a time instead of three. Caseload for teachers is 120 instead of 150.</li> </ul>	<ul style="list-style-type: none"> <li>Credit opportunities not expanded for 11<sup>th</sup> and 12<sup>th</sup> graders</li> <li>PD needed for teaching in a block period</li> <li>Less flexible choice for students</li> </ul>

## DRAFT - Briefing Paper: Future High School Schedules Decision

	<ul style="list-style-type: none"> <li>• Less transition for students as only two class changes versus three.</li> <li>• Less strain on executive functioning as only five classes to focus on versus six.</li> <li>• Cost Factor Plus 1-2 teacher per grade for a school of 1000</li> </ul>	
<p><b>Option 4: 2 semesters, 8 periods</b> Meeting format mixed daily yearlong with A/B block schedule Length of term: 18 weeks Class length 40-90 minutes Student load 8 Teacher load 7/8 210 students (32 credits)</p>	<p>Credit Earning:</p> <ul style="list-style-type: none"> <li>• Student can earn up to 32 credits</li> <li>• Opportunity for acceleration and remediation</li> <li>• Longer periods for deeper learning</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>• Cost factor 87.5% vs 83% *\$45,818,667</li> </ul>	<p>Changes to CBA:</p> <ul style="list-style-type: none"> <li>• Need to change student count/day</li> <li>• Need to change # preps and # of content areas</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Students would have more strain on executive functioning</li> <li>• Percent in Core 50%</li> <li>• Adding Advisory would further increase workload</li> </ul>
<p><b>Option 5: 2 semesters, 8 periods</b> Meeting format mixed daily yearlong with A/B block schedule Length of term: 18 weeks Class length 40-90 minutes Student load 8 Teacher load 6/8 180 students (32 credits)</p>	<p>Credit Earning:</p> <ul style="list-style-type: none"> <li>• Student can earn up to 32 credits</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>• Opportunity for acceleration and remediation</li> <li>• Longer periods for deeper learning</li> </ul>	<p>Changes to CBA:</p> <ul style="list-style-type: none"> <li>• Need to change student count/day</li> <li>• Need to change # preps and # of content areas</li> </ul> <p>Other:</p> <ul style="list-style-type: none"> <li>• Cost factor 75% vs 83% *\$53,455,111</li> <li>• Students would have more strain on executive functioning</li> <li>• Percent in Core 50%</li> <li>• Adding Advisory would further increase workload</li> <li>• PD required for pacing/sequencing of content in a block</li> <li>• PD required for instructional practices in a block.</li> </ul>
<p><b>Option 6: 3 trimesters, 5 periods</b> Meeting format daily Length of term: 12 weeks Class length 70 minutes Student load 5 Teacher load 4/5 120 students</p>	<p>Credit Earning:</p> <ul style="list-style-type: none"> <li>• Students can earn up to 30 credits</li> </ul> <p>Changes to CBA:</p> <ul style="list-style-type: none"> <li>• May not require changes</li> </ul> <p>Other</p> <ul style="list-style-type: none"> <li>• Cost Factor 80% vs 83% *\$50,114,167</li> <li>• Percent core 53%</li> </ul>	<p>Other:</p> <ul style="list-style-type: none"> <li>• Requires a shift in thinking</li> <li>• Harder for Admin and guidance to schedule</li> <li>• More grading periods</li> <li>• Requires PD required for pacing/sequencing of content in a block</li> <li>• PD required for instructional practices in a longer period.</li> </ul>










## DRAFT - Briefing Paper: Future High School Schedules Decision

	<ul style="list-style-type: none"> <li>• Opportunities for acceleration and remediation</li> <li>• Increased student choice</li> <li>• Increase staffing flexibility</li> <li>• Aligns with elementary, athletic seasons, and Seattle College schedules</li> <li>• Creates opportunity for benchmark assessments</li> <li>• Advisory can be added</li> <li>• Recommendation of the 24 credit task force</li> </ul>	
--	--	--

\*Cert FTE general education costs for 2017-2018 in Comprehensive high schools only

DRAFT

**PRINCIPAL INPUT ON SCHEDULE OPTIONS**

Schedule Option	Comprehensive High Schools			Alternative High Schools			Middle Schools		
									
<b>Option 0:</b> 2 semesters, 6 periods per day, teach 5 – plus all the rec from the 24 credit task force beyond schedule change	0	9	0	0	6	0	0	1	2
<b>Option 1:</b> 2 semesters, 7 periods per day, teach 5	5	2	2	1	4	1	0	3	0
<b>Option 2:</b> 2 semesters, 7 periods per day, teach 6	2	4	3	0	3	3	1	0	2
<b>Option 3:</b> 2 semesters, Modified 6	6	1	2	4	1	1	2	1	0
<b>Option 4:</b> 2 semesters, 8 periods per day using an A/B block schedule, teach 7	0	1	8	0	2	4	0	3	0
<b>Option 5:</b> 2 semesters, 8 periods per day using an A/B block schedule, teach 6	2	3	4	3	1	2	1	1	1
<b>Option 6:</b> 3 trimesters, 5 periods per day, teach 4	2	1	6	3	1	2	0	2	1

**Schedule input from principals:**

Option 0 (supported, no thumbs down):

If fully funded so students can take a full schedule. Also, opportunities would be needed for credit recovery beyond the regular day either before or after school or during the summer.

Option 1 (supported):

Either too many classes per day or if blocked to many 90 minute periods for teachers to teach. Worried about too short of periods, worried about executive functioning with so many classes.

If there are blocks it would interrupt opportunities for career connected learning like internships, running start, and skill center.

Option 2 (not supported):

Caseloads of 180 students for teachers is far too many. Short periods, too many classes in a day or too many blocks. Teachers cannot personalize with students by seeing 180 students in a day.

If there are blocks it would interrupt opportunities for career connected learning like internships, running start, and skill center.

## Option 3 (supported):

Not a lot of options for extra credits for the upper class students. If there are blocks it would interrupt opportunities for career connected learning like internships, running start, and skill center.

## Option 4 (not supported):

Prep period not on every day. 90 minute periods would need PD for teachers. Eight periods for students to keep track of. Caseloads for teachers are high and lack of personalization.

## Option 5 (supported):

Need PD to teach in 90 minute periods. Need to consider blocks and combining periods to reduce caseloads for teachers.

## Option 6 (not supported):

Don't think the system can create this level of change. Contractual issues with more preps. PD for teaching in a 70 minute period. Re-design of curriculum and classes. IB students would not be able to fit in all courses. Creation of electives to fill schedule. Less number of hours per credit. How do we credit teams, academies and pathways. IB students may not be able to take music or electives.

---

Using the thumb information, we recommend eliminating Options 2, 4, and 6 as they did not have enough support. Below are the options with support and further comments on what it would take to implement them.

## Support for Option 0:

Majority of thumbs were sideways which means that this option is okay but must offer credit bearing advisory, credit retrieval before or after school or during the summer. Funding at 1:28 so more teachers so we have more electives to offer to meet personalized pathway options. Must fully fund other half of task force recommendation to reduce counselor caseload and add advisory coordinator and electronic HSBP and electronic credit recovery options.

## Support for Option 1:

There is support for option one but we believe it may be too expensive. There would be a need for blocks days four out of the five days of the week and this would require extensive PD for teachers to teach in a block period.

## Support for Option 3:

Concern about 11<sup>th</sup> and 12<sup>th</sup> grade not having enough opportunities to catch up if missing credits. No built in times for credit recovery. So this option would not only require additional staffing to add one credit each to 9<sup>th</sup> and 10<sup>th</sup> grade, there would also need to be funding for credit recovery options outside of the regular school day.

## Support for Option 5:

Concern about executive functioning and how to properly block so students don't have to deal with 8 different subjects at a time. Concern about caseload for some elective teachers. Need PD to work in block schedule. Seeing 8 classes in one day, quick classes a lot of transition may not be the best option so might require block days four days of the week.

## NEXT STEPS/ACTIONS

1. Work with staff, students and the community to build a common understanding about “Seattle Ready” by reviewing the Profile of a SPS Graduate, Deeper Learning and 21<sup>st</sup> Century Skills. (Documents attached)
2. Clarify future state vision for school schedules – *what is the decision being made?*
  - a. Will SPS leadership mandate that all High Schools adopt identical schedules for 2018-19?
  - b. Will SPS leadership mandate that all High Schools offer students the identical number of credit-earning opportunities, beginning with Class of 2021?
  - c. Will SPS leadership mandate that all High Schools offer students a minimum number of credit-earning opportunities, beginning with Class of 2021?
  - d. Will SPS leadership require each High School to choose their own schedule?
3. Collect input on the above concepts from staff, students and the community to further the work of the principal core working on this issue.
4. After reworking the documents above, the principal core will review the schedules above to note any changes in thinking.
5. Principals will go to the staff, students and community to solicit input on possible schedule options that ensure graduates are “Seattle Ready.”

## TIMELINE FOR DECISION-MAKING PROCESS (DRAFT)

Step 1	Step 2	Step 3	Step 4	Step 5
January – February 2017	February 2017	March 2017	April 2017	May 2017
Jill and Ruth develop briefing paper to inform decision-making process, including engagement with principals	MT informs board of decision-making process and inputs  Initiate Tier 3 community engagement	MT makes final set of recommendations regarding HS schedules	Larry formal approval on final set of schedule decisions	Begin phased implementation of new schedules decisions
<b>In process</b>				



## ATTACHMENTS

**Appendix A:** Master Scheduling Considerations for Future SPS Planning – DRAFT

**Appendix B:** Guiding Principles (Source: 24 Credit Task Force efforts)

**Appendix C:** Profile of a Graduate – DRAFT

**Appendix D:** 24 Credit Task Force Report, RECOMMENDATION III: HIGH SCHOOL DAILY SCHEDULE CHANGE

**Appendix E:** Site-visit Summaries

**Appendix F:** Preliminary Costs per schedule

DRAFT

## Appendix A: Master Scheduling Considerations for Future SPS Planning – DRAFT

Last updated January 26, 2017 via Principal interviews and Secondary Principal Team Meeting:

- Enabling all students to succeed to their highest post-secondary potential in college and career
- Ensuring educational and racial equity throughout the decision-making processes that will impact changes to high school schedules and experiences (examined through the lens of [Policy #0030](#))
- Ensuring students are able to comply with all state-defined academic and assessment requirements for graduation (from a core content perspective)
- Creating space in the schedule for students to pursue identified Pathways (from both an elective and core content perspective)
- Enabling adequate first-time core and elective credit-earning opportunities for future student compliance with new 24 Credit Graduation Requirements (total number of credits)
- Enabling opportunities for future student compliance with new state requirements related to development of Personalized Pathways via the online HSBP Tool (i.e. supported by advisory periods)
- Identifying optimal and balanced course case-loads (both student and teacher), durations and sequencing (i.e. blocks, etc.) to allow for the inclusion of more effective '21<sup>st</sup> Century' learning environments (i.e. pedagogies such as personalization, deeper learning, inquiry-based, project based, etc.)
- Degree of required transformational costs required for a change in schedule (professional development of teachers staff, transition and set up for new or refreshed facilities and resources) in a constrained budget environment
- Degree of required sustainment costs required for a change in schedule (incremental FTE, both teachers and other staff) in a constrained budget environment
- Degree of community readiness to support changes in schedule (students, families, teachers, staff, and community partners)
- Ability to maintain some level of unique 'legacy' school identity/brand and not move to a one-format-fits-all model, even as district-wide equity is a recognized objective
- Ability to accommodate prescribed 'advisory', structured student-educator support time (this currently takes many different forms)
- Ability to allow for cross-district sharing of FTE (e.g. piano teacher staffed full time by combining .5 FTE worth of courses at two different schools)
- Ability to accommodate a wide range of student need scenarios, such as:
  - Those not on track to graduate in their expected grade level in terms of missing/failed credits or other requirements (i.e. missing not just formal credits but also proficient content knowledge when they enter the system)
  - Those actively experiencing crisis, at-risk for crisis, or previously traumatized by crisis situations (poverty/homelessness, abuse, mental health, physical health, teen parenthood, immigration status, permanent suspensions, criminal justice issues, etc.)
  - Highly Capable Cohort, and any other students who need learn specific skills and to capture credits (both number and type) that will be attractive to colleges in a highly competitive post-secondary educational environment

## DRAFT - Briefing Paper: Future High School Schedules Decision

---

- IEP students
- ELL students
- Career (vs. College) preparation for students pursuing a CTE-focused education
  
- Ability to accommodate high-value special programming such as:
  - STEM (Cleveland)
  - Arts & Music focused curriculum (e.g. Center School, Garfield)
  - International Baccalaureate Curriculum & Diploma (Ingraham, Rainer Beach, Chief Sealth)
  - Social/emotional support programming, both in class and through 'advisory' (Interagency, Nova, Middle College)
  - Cross-district student access to Skills Center, notably for students seeking post-graduation career readiness
  - Advanced Placement
  - Running Start and any other non-AP college-level, credit-bearing coursework offerings
  - Various Academies, Pathways, & Certificates (e.g. Sealth Hospitality, Ballard Maritime Academy)
  - Transition programs specific to the unique needs of different grade levels (e.g. Hale 9<sup>th</sup> Grade Academy cohort, bridge programs from Middle school)
  - On-site credit retrieval opportunities (both online and supervised digital options)
  - Extra-curricular/ 'Club' activities
  - Directed Athletics
  - Nutrition breaks and other single versus double lunches
  - *Other?*
  
- Ability to accommodate labor and facilities constraints:
  - Allowance for compliance with preparation versus class time (PCP, duty free lunch, SEA CERT)
  - Allowance for planning time and professional development needed to transform teachers to enable real change in the classroom (not just a change in 'seat time')
  - Lunch periods driven by 609 labor union staffing requirements
  - Limited classroom facilities, including lack of adequate number of rooms with special equipment (i.e. computers)
  - Partial FTE considerations (e.g. sharing across the schools, attracting/retaining partial FTE staff, etc.)

**Appendix B: Guiding Principles (Source: 24 Credit Task Force efforts)**

The work of both committees was guided by the values, policies and current initiatives and direction of Seattle Public Schools. The list below represents the core tenets that guided the committees' work and decision-making:

1. Equity and access: A constant focal point of the committees' work was understanding how recommendations might support or hinder equitable access to credit-earning opportunities for students and support all students to graduate from high school career and college ready. As the credit requirements increase, those students who are currently not earning enough credit become more at risk for failing to meet the requirements. Keeping a focus on programs, resources, interventions and approaches that could support those students was a primary tenet of the work.
2. A focus on high schools as places to support the intellectual and social-emotional growth of young people. As such, prevailing questions included
  - a. How to best provide personalization and individualized support for students?
  - b. How to promote civic responsibility, physical health and social-emotional well-being?
  - c. How to support students to gain skills, attributes, and knowledge desired for graduation?
3. Pedagogical practices and an approach to learning that focuses on
  - a. Depth of learning – less is more; depth over coverage
  - b. Demonstration of mastery through various modes and opportunities
  - c. Student as active learners
4. Building and sustaining high school cultures of
  - a. Inclusion, decency and trust
  - b. Collaboration
  - c. High expectations and commitment to systematically supporting the success of all students
  - d. Innovation, flexibility and re-examination of practices

## Appendix C: Profile of a Graduate – DRAFT

*Don't ask kids what they want to be when they grow up (career.) Ask them what problem they want to solve (lifelong learners!) Jaime Casap, Global Education Evangelist*

Through support and conditions provided by Seattle Public Schools, graduates will be competitive in the workforce because they have the skills necessary to become self-actualized, reach their full potential and feel free to express their true self.

1. Ethical and Global Citizenship-Our graduates will have an understanding of:
  - a. Democracy and Civic Engagement
  - b. Social Justice and Racial Identity
  - c. Their Rights and Responsibilities as Citizens
  - d. Environmental Stewardship
2. Knowledge of Core Academic Content-Our graduates will have an academic mindset that allows them to:
  - a. Engage in inquiry, analysis, research and creativity
  - b. Work collaboratively
  - c. Communicate effectively
  - d. Learn how to learn
3. Living a Joyful Life and Pursuing One's Passions-Our graduates will have learned:
  - a. Empathy
  - b. Compassion
  - c. Humility
  - d. Being goal-driven
  - e. Resilience
  - f. Financial literacy

## Appendix D: 24 Credit Task Force Report, RECOMMENDATION III: HIGH SCHOOL DAILY SCHEDULE CHANGE

The Task Force recommends that Seattle's high schools adopt a five-period day, trimester schedule, otherwise known as a 3x5 schedule. The 3x5 schedule offers Seattle's high school students the opportunity to earn 30 credits over four years. This allows students the chance to recover credits during the school day and provides more options for electives and course-taking flexibility. While having all high schools on the same schedule will be a significant change, the Task Force feels strongly that access to the same number of credit opportunities is essential as students are asked to significantly increase their credits earned.

This option is most fully aligned with the committees' guiding principles and with the family survey results and student focus group sentiments. As such, it is the schedule that seems to offer the most course taking opportunities and options for students while still allowing for the depth of learning (longer classes), increased personalization (fewer students per day), and attention to social-emotional well-being (fewer classes per day, less stress and homework). Further, research suggests the trimester as a way to reap the learning and attendance benefits of the block schedule – improved attendance, increased graduation rates – without the drawbacks of an A/B day block schedule and extended block period (Lybert, 1998).

While the Task Force had the opportunity to weigh the merits of the 3x5 schedule against other schedule options (see below for extensive comparison), the group could not examine fully the feasibility of implementation of the 3x5 across the district. As such, the Task Force recommends continuing with a deeper investigation into the ramifications of the 3x5 schedule. Some of these next steps might include:

- Site visits to a 3x5 district or schools
- Mock-up master schedules
- Further research on the data supporting the 3x5 and connection to increased graduation rates
- Dialogue with high school principals about the risks and rewards
- Feasibility investigation with PowerSchool
- Feasibility investigation regarding IB and the 3x5
- Mock-up of a phased-in implementation plan

### Community Input and Alignment

Families overwhelmingly support an increased number of credit-earning opportunities.

The survey data on what types of changes to the schedule families would most support was not as clear, though families were most interested in students having “more free time” (25 percent) in their schedules.

Students were also somewhat equivocal on what attributes of a daily schedule they liked and disliked. For example, the majority of students expressed opinions in support of block periods:

- *I like block days because I can get feedback from teachers and ask questions.*
- *Block days (are good) because it gives me time to get my work done and learn more things.*
- *Block class periods – awesome because you could catch up and spend more time in each class.*

Some, however, found block days difficult:

- *I hate block days because I can't listen to my teachers for that long.*
- *I wish we didn't have block classes for sophomores and juniors because it makes it difficult to schedule around that.*

On the whole, students expressed an interest in increased flexibility, more contact time with teachers, and more course taking opportunities.

## Risks and Rewards

The Task Force considered many different schedules. In the end, the 3x5 was the first choice. However, the “modified 6 period day” and “autonomous schedule with parameters” are also options, though with less support. Also considered were the “7-period day,” the “modified 8 period schedule,” and “no change.” Below, we describe each schedule and sketch the risks and rewards associated with each.

### 5 Period Day – Trimester Calendar (3x5)

In the 3x5 schedule students take 5 classes a day, which are approximately 70 minutes in length. Each trimester-long course is awarded .5 credits. Over the year, a student can earn 7.5 credits. Over four years, students can earn 30 credits.

Rewards	Risks
<ul style="list-style-type: none"> <li>• Students can earn 30 credits</li> <li>• Aligns with parents’ desires for students to earn more credits</li> <li>• Aligns with parent and student interest in increased course options, flexibility, and down time during the day</li> <li>• Reduced teacher case load</li> <li>• Fewer classes per day means less homework, fewer transitions, reduced stress</li> <li>• Allows for supported credit retrieval during the day</li> <li>• Increased class time allows for increased depth of learning</li> <li>• All students have equitable access to credit earning opportunities</li> <li>• All students have equitable access to region-wide courses &amp; programs</li> <li>• District can systemically support PD needs</li> <li>• Research supports increased graduation rates along with other positive indicators for 3 x 5 and other block scheduling models (see citations)</li> <li>• Aligns with many college models</li> </ul>	<ul style="list-style-type: none"> <li>• Entails a systemwide transition</li> <li>• Limited institutional knowledge for transition</li> <li>• Centralized scheduling solution could cause a mismatch between school program and daily schedule</li> <li>• More expensive than the “no change” option</li> <li>• Master scheduling challenges so students do not have trimester “gaps” in core subjects (retention issues)</li> <li>• Sequencing of courses – for students and teachers will be different and need careful attention (teacher preps per year?) Student schedules have to be projected over the whole year when planning</li> <li>• Will put high schools and elementary schools on trimester and leave middle schools on semester</li> <li>• More marking periods</li> <li>• Possible concerns about transitioning technical functioning in PowerSchools</li> <li>• Possible concerns of fit with IB</li> </ul>

The main advantage of the 5-period day with trimesters is that it allows students options to pursue their interests and to get in-school support without sacrificing credits or other opportunities. For example, 30 credits allows for sequenced pathways – that is, time for students to take multiple classes in a subject area of interest (Digital Filmmaking or STEM or Drama), each building on the previous, to provide them with in-depth learning in an area and allow them to build portfolios. Well-articulated pathways are important to successful Career and Technical Education programming and supports the intention of the new law allowing students to develop and follow their Personalized Pathways. Further, 30 credits allows students to meet core college requirements AND pursue a pathway or other area of interest, and do so without waiving PE and taking online courses to satisfy other graduation requirements. For students who need support or have special needs, 30 credits allows them to take math and or study-skill labs, without having to sacrifice electives/exploratory options.

For teachers, the 3x5 means a reduction in their student case load – from 150 to 120.

# DRAFT - Briefing Paper: Future High School Schedules Decision

## Modified 6-period day

The modified 6-period day is similar to the schedule currently used by Nathan Hale High School. In this model, the daily schedule is essentially a 6-period day, but some periods are blocked together to create longer classes bearing more credit. For example, Nathan Hale blocks periods 1, 2, and 3 for ninth graders and teaches Language Arts and Social Studies one quarter and Health and Science another quarter. Students, therefore, receive four credits for course work done during the three periods.

The proposed modified 6-period day would include blocked periods in both 9<sup>th</sup> and 10<sup>th</sup> grade, allowing students the opportunity to earn seven credits each of those years. The 11<sup>th</sup> and 12<sup>th</sup> grade years would remain on a straight 6-period day. Total credit earning opportunity through courses is 26 (with advisory offering another credit, for 27).

The Task Force feels that 27 credit opportunities are too few, given the risks of few credit-retrieval opportunities in the upper grades, and less flexibility in course taking makes this a less palatable option. However, they retain it as an option for consideration if the 3x5 schedule is not accepted.

Rewards	Risks
<ul style="list-style-type: none"> <li>Aligns with parents' desires for students to earn more credits</li> <li>All students have equitable access to credit earning opportunities</li> <li>All students have equitable access to region-wide courses &amp; programs</li> <li>District can systemically support PD needs</li> <li>Expertise on schedule within the district</li> <li>Less disruption than the 3x5 in the transition, particularly for the classes of 2018-20</li> </ul>	<ul style="list-style-type: none"> <li>Entails a system-wide transition</li> <li>Centralized scheduling solution could cause a mismatch between school program and daily schedule</li> <li>More expensive than the "No Change" option</li> <li>Students who come in with a credit deficit in 11<sup>th</sup> grade do not have opportunity to make them up</li> <li>Fewer course options and flexibility is counter to student/family input</li> </ul>

## Schools choose their own schedules

Two main ideas undergird the possibility of schools adopting their own schedules: 1) all high schools are not currently on the same schedule; 2) a high school's schedule should align with its mission, philosophy and pedagogical approach. The imposition of a districtwide schedule creates the possibility of a mismatch between a school's philosophy and its daily schedule.

While these are important considerations, the Task Force ultimately felt that providing all students with the same credit-bearing opportunities, as well as consistency from school to school and equitable access to districtwide programs, outweighed the need for autonomy. However, the Task Force retains it as an option for consideration if the 3x5 schedule is not accepted or deemed feasible.

This schedule recommendation would mean that schools would be able to choose their own daily schedules, provided:

- Schools offer at least 27 credits
- The schedule includes an advisory
- The schedule fits with the semester calendar
- Schools increase credit-earning opportunities for (at least) ninth grade
- Schools increase school-based extended learning opportunities



## DRAFT - Briefing Paper: Future High School Schedules Decision

Rewards	Risks
<ul style="list-style-type: none"> <li>• Gives schools autonomy to shape schedule to fit philosophy</li> <li>• Encourages the development of unique credit-bearing programs and extended learning opportunities by building/community</li> <li>• Aligns with parents’ desires for students to earn more credits</li> </ul>	<ul style="list-style-type: none"> <li>• Most schools will have to engage in a schedule decision-making process in 2016-17 and prepare for implementation simultaneously</li> <li>• Changes more difficult to support centrally</li> <li>• Budgeting more difficult centrally</li> <li>• Extended learning more difficult to support centrally</li> <li>• Credit earning and credit retrieval harder to track centrally</li> <li>• Options for schedule change are somewhat limited and have already been studied by committees</li> <li>• No consistency for students changing schools</li> <li>• Students do not have equitable access to credit earning opportunities</li> <li>• Students cannot equitably access districtwide programs</li> </ul>

While three other options were initially on the table, the committees eventually ruled them out. Here are some of the reasons they each were taken off the table:

### 7-period day

The 7-period day has too many transitions for students and teachers. The increased course-load does not support the values of in-depth learning, personalization, and social-emotional well-being 20

(increased stress of homework, more courses, etc...). While 7 periods would offer more course options and enhanced credit-bearing opportunities, the costs were thought to outweigh the benefits.

### Modified 8-period day

The modified 8-period day is the schedule Cleveland High School currently uses. Students take eight classes at a time, but on an A/B schedule, so they have four classes a day – except on Friday when they take all eight. Students have the opportunity to attain 32 credits over four years. However, managing eight classes at a time was seen as a drawback. Further, the classes are 90 minutes in length most days. This requires a specialized teaching approach. Cleveland, for example, uses a project-based learning model. It was thought that, philosophically and pedagogically, this might be too much of a change for all schools to enact. It would require extensive professional development and a philosophical shift on the part of many schools to support a 4-period day. Further, the A/B schedule makes it difficult for students to access districtwide programs such as Skills Center and Running Start.

### No Change

Some members of the High School Steering Committee advanced the notion of not recommending any schedule change and, instead, using any increase in funding to pay for more support staff in the schools: graduation support specialists, career center specialists, and reduced counselor load, for example. While everyone agreed that these support positions should be in place, the Task Force ultimately felt that only offering 24 credits over four years would not be best for

## DRAFT - Briefing Paper: Future High School Schedules Decision

students. Family input from the surveys would also suggest this as families were overwhelmingly in support of increasing the number of credit options.

The No Change option, however, does raise the question about budget. The committees were working with a sense that funding would be made available to support these recommendations, but they did not have a clear sense of how much money exactly. In general, there was agreement that BOTH a change in schedule AND enhanced support would be important for the successful support of students.

Below is a comparison of all the schedule options across a range of criteria. Please note the cost estimates are quite general in nature. A more detailed budget is provided as an addendum to this report.

### Schedule Comparison

	<i>Top Choice</i>	<i>Other possible choices</i>		<i>Considered; No longer in consideration</i>		
	<b>3 x 5</b>	<b>Modified 6</b>	<b>Schools Choose</b>	<b>2 x 7</b>	<b>No Change</b>	<b>Modified 8</b>
<b>Number of terms</b>	3	2	2	2	2	2
<b>Periods in a day</b>	5	4/6	Varied	7	Varied	4/8
<b>Length of term</b>	12	9/18	18	18	18	18
<b>Length of period</b>	70	85/50	Varied	45	Varied	90/40
<b>Transitions per day (including lunch)</b>	5	6/5	Varied	7	Varied	4/8
<b>Transitions per year</b>	10 maximum	6/5	Varied	7 maximum	Varied (6)	8 maximum
<b>Credits per year (Advisory not included)</b>	7.5	7 Fr./So. 6 Jr./Sr.	Varied	7	Varied (6)	8
<b>Hours of instruction per credit</b>	140	150	Varied	150	Varied (150)	150
<b>Weeks of instruction per credit</b>	24	36	36	36	36	36
<b>Required FTE (1,000 students/ 30 per class)</b>	41.60 FTE \$4,160,000	42 FTE \$4,200,000	Varied	46.66 FTE \$4,666,000	40 FTE (6 per) \$4,000,000	44.33 FTE \$4,433,000
<b>Teacher prep time/ day</b>	70 min	50 min	Varied	90 min	Varied (50)	90 min
<b>Periods teachers teach per day</b>	4	4/6 5/6	Varied	5	Varied (5)	3/6
<b>Number of students per teacher</b>	120	110/150	Varied	150	Varied (150)	90/180
<b>Number of final grading periods</b>	3	2	2	2	2	2
<b>Room for Advisory</b>	Yes	Yes	Yes	Yes	Yes	Yes
<b>Room for credit retrieval during day</b>	Yes	For some	Possibly	Yes	No/Varied	Yes

## **Appendix E: Site-visit Summaries**

### **Renton information on the 3x5 schedule** *(drafted by Jill Hudson, January 2017)*

Spoke with Kristina Bellamy McClain, Director of High Schools for Renton Public Schools  
Renton is a four high school district with one IB High School and offer AP and running in the other high schools.

Renton engaged a large committee of parents, teachers, administrators and students and went through a similar process to our SPS 24 credit task force. Superintendent used the information from this group and made a decision to move to the 3x5 trimester schedule.

Now Renton has a steering committee working on the implementation of this change. The steering committee is based on content areas where teachers and central office coaches are determining which courses are two trimesters and which are three trimesters. They are created an evidence-based approach for these decisions based on academic standards. The steering committee has a full half year to complete their work so that recommendations for year-long course will happen by February.

Renton is adding a school wide Advisory period for all high school students. Students provided input on electives and new course to be added.

International Baccalaureate exists at Renton HS and they are on board with the change to the 3x5 schedule.

There are many initiatives going on in Renton and this work was named as a big bucket so people know that this is a priority.

## Kelso information on the 3x5 schedule (drafted by Jill Hudson, January 2017)

Presentation by John Gummel, Principal and supporting staff members. Ingraham, West Seattle, Chief Sealth, and Nathan Hale were represented at the presentation. This included a combination of teachers, counselors and school leaders.

We designed a set of questions from the secondary principal group of SPS. We sent these questions ahead of time to John Gummel and he geared his presentation to answer all of the questions. See Kelso document from our visit.

### Questions for Kelso visit

How do continuous courses work such as Spanish 1 and 2 and 3?  
Electives – how many new classes did you have to create?  
Did you change any classes from 2 trimesters to 3 trimesters?  
With 30-32 possible credits do you require more credits to graduate or let students graduate early?  
What was the cost for the change?  
How do teams or integrated blocks work in this schedule?  
How are students finding this change? Benefits, drawbacks, etc.  
How are teachers finding this change? Number of preps, caseloads, etc.  
Did teachers re-write curriculum from 18 weeks to 12 weeks? How much time did you allow for this?  
With more credit opportunities, the system assumes failure, have students below a C been required to re-take classes?  
Are there more math, reading or writing support classes in your schedule?  
Retaining material, with the possibility of 6-9 months between classes how has this impacted students and teachers? More need to review before moving forward with new material?  
How are class sizes in the new schedule?  
Could students have a period off for internships?  
Sample teacher schedules? For core classes for elective teachers?  
How does music classes fit into the new schedule? Especially when music teachers have huge programs with 5 or more ensembles?  
What professional development or embedded collaboration time supports the transitioning/planning for implementation? What is needed for ongoing support during the first year of implementation?

Kelso is a one high school district that offers AP and running start. Kelso designed the criteria for determining which schedule to move to. They looked at the data and determined which students the new schedule would support. A surprising learning was that the 3x5 schedule supported the tails, the upper third and lower third of their students. They used a consensus model for decision-making. Students gave input on possible new electives to be added to the schedule. Kelso is in its second year of implementation.

# DRAFT - Briefing Paper: Future High School Schedules Decision

## Appendix F: Preliminary Costs per schedule

Below is the analysis from SPS Finance on the six scenarios for expanding graduation credits across each of the 10 comprehensive high schools. The costing was done using 2016-17 enrollment numbers with projected 2017-18 average teacher costs. Option 0 represents current state or baseline.

For three of the scenarios (Options 2, 4 and 5), the proposal does not fall within current SEA contract limits. For these three scenarios there are two cost-calculations shown:

- The first, costed as for the current contract limits (we had to lower class size to stay within the 150 student limit per teacher), and
- The second, showing costing IF contract could be modified to allow for 180 to 210 students per teacher.

All nine cost projections should be considered when evaluating this data. Estimates do not include Special Education or ELL staffing.

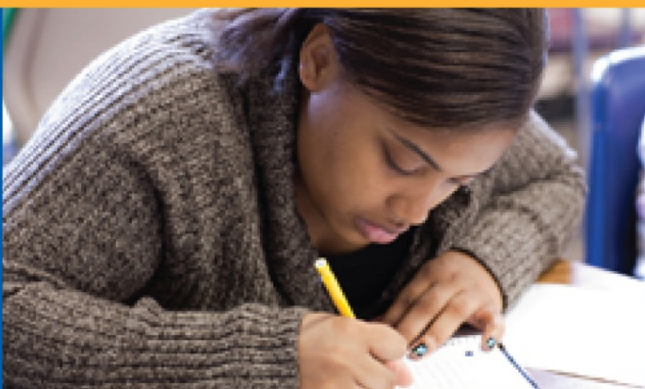
24 Credit Requirements - Scenarios to provide more opportunities to earn credits								OPTION 2	OPTION 2			
Does not include rounding up or special education impact as of 4/10/2017								OPTION 0	OPTION 1	existing contract	if Modify contract	OPTION 3*
								2 Semesters	2 Semesters	2 Semesters	2 Semesters	2 Semesters
						Max Credits		24 Credits	28 Credits	28 Credits	28 Credits	28 Credits
						Periods per Day		6 Periods	7 Periods	7 Periods	7 Periods	modified 6-period
						Student Class Load		6	7	7	7	5 or 6 per day
17-18 Teacher	\$110,050					Classes per teacher per year		10 courses	10 courses	12 courses	12 courses	5 - 6
18-19 Teacher	\$112,801					Max students per tcher (day)		150 students	150 students	150 students	180 students	120 to 150
								30 students	30 students	25 students	30 students	30 students
								1 Prep Period	2 Prep Periods	1 Prep Period	1 Prep Period	1 Prep Period
						(credits)		24	28	28	28	28
						<b>2016-17</b>		<b>17-18</b>				
	Adjusted by	Current WSS	Five periods	Five periods	Teachers	Cost						
AAFTE	Contact time	Teachers	one prep	one prep	@ 30:1	@ \$110050						
			(student:tchr ratio incl PCP)	(funded class size)								
Ballard	1661	1577	65.4	24.1	28.9	63.1	\$ 6,941,954	73.59	73.59	61.33	64.39	
Chief Sealth	1090	960	39.8	24.1	28.9	38.4	\$ 4,225,920	44.80	44.80	37.33	39.20	
Cleveland	817	756	31.4	24.1	28.9	30.2	\$ 3,327,912	35.28	35.28	29.40	30.87	
Franklin	1170	1039	43.0	24.2	29.0	41.6	\$ 4,573,678	48.49	48.49	40.41	42.43	
Garfield	1686	1599	66.2	24.2	29.0	64.0	\$ 7,038,798	74.62	74.62	62.18	65.29	
Ingraham	1159	1060	44.0	24.1	28.9	42.4	\$ 4,666,120	49.47	49.47	41.22	43.28	
Nathan Hale	1125	1027	42.6	24.1	28.9	41.1	\$ 4,520,854	47.93	47.93	39.94	41.94	
Rainier Beach	618	513	21.4	24.0	28.8	20.5	\$ 2,258,226	23.94	23.94	19.95	20.95	
Roosevelt	1653	1583	65.6	24.1	29.0	63.3	\$ 6,968,366	73.87	73.87	61.56	64.64	
West Seattle	866	820	34.0	24.1	28.9	32.8	\$ 3,609,640	38.27	38.27	31.89	33.48	
Tchrs needed for 2016-17 Enroll						437.36		510.25	510.25	425.21	446.47	
Cost at 2017-18 Average Teacher Salary/Benefits							\$ 48,131,468	\$ 56,153,379	\$ 56,153,379	\$ 46,794,483	\$ 49,134,207	
								Net Differential from Option 0	\$ 8,021,911	\$ 8,021,911	\$ (1,336,985)	\$ 1,002,739
Center	240	226.6	9.4	24.1	28.9	9.1	\$ 997,493	10.57	10.57	8.81	9.25	
Interagency	444	416	20	20.8	25.0	16.6	\$ 1,831,232	19.41	19.41	16.18	16.99	
South Lake	103	94.4	4.6	20.5	24.6	3.8	\$ 415,549	4.41	4.41	3.67	3.85	
Tchrs needed for 2016-17 Enroll						29.5		34.4	34.4	28.7	30.1	
Cost at 2017-18 Average Teacher Salary/Benefits							\$ 3,244,274	\$ 3,784,986	\$ 3,784,986	\$ 3,154,155	\$ 3,311,863	
								Net Differential from Option 0	\$ 540,712	\$ 540,712	\$ (90,119)	\$ 67,589
							11,671					
Combined net Cost Diff. of Teachers - using 16-17 enrollment at 17-18 est. avg. salary						Tot \$ Differential from Option 0		\$ 8,562,624	\$ 8,562,624	\$ (1,427,104)	\$ 1,070,328	
						Tot % Differential from Option 0		17%	17%	-3%	2%	

# DRAFT - Briefing Paper: Future High School Schedules Decision

24 Credit Requirements - Scenarios to provide more opportunities to earn credits						OPTION 4	OPTION 4	OPTION 5	OPTION 5		
Does not include rounding up or special education impact as of 4/10/2017						existing contract	if Modify contract	existing contract	if Modify contract	OPTION 6	
					Max Credits	2 Semesters	2 Semesters	2 Semesters	2 Semesters	3 Trimester	
					Periods per Day	32 Credits	32 Credits	32 Credits	32 Credits	30 Credits	
					Student Class Load	8 Periods	8 Periods	8 Periods	8 Periods	5 Periods	
					Classes per teacher per year	8	8	8	8	5	
17-18 Teacher	\$110,050				Max students per tcher (day)	14 courses	14 courses	12 courses	12 courses	12 courses	
18-19 Teacher	\$112,801					150 students	210 students	150 students	180 students	120 Students	
						21.5 students	30 students	25 Students	30 Students	30 Students	
						1 Prep Period	1 Prep Period	2 Prep Periods	2 Prep Periods	1 Prep Period	
					(credits)	32	32	32	32	30	
					<b>2016-17</b>						
					<b>17-18</b>						
	Adjusted by	Current WSS	Five periods	Five periods	Teachers					<i>are any contract modifications needed?</i>	
	AAFTE	Contact time	Teachers	one prep (student:chr ratio incl PCP)	@ 30:1						
Ballard	1661	1577	65.4	24.1	28.9	63.1	83.83	60.08	84.11	70.09	65.71
Chief Sealth	1090	960	39.8	24.1	28.9	38.4	51.03	36.57	51.20	42.67	40.00
Cleveland	817	756	31.4	24.1	28.9	30.2	40.19	28.80	40.32	33.60	31.50
Franklin	1170	1039	43.0	24.2	29.0	41.6	55.23	39.58	55.41	46.18	43.29
Garfield	1686	1599	66.2	24.2	29.0	64.0	85.00	60.91	85.28	71.07	66.63
Ingraham	1159	1060	44.0	24.1	28.9	42.4	56.35	40.38	56.53	47.11	44.17
Nathan Hale	1125	1027	42.6	24.1	28.9	41.1	54.59	39.12	54.77	45.64	42.79
Rainier Beach	618	513	21.4	24.0	28.8	20.5	27.27	19.54	27.36	22.80	21.38
Roosevelt	1653	1583	65.6	24.1	29.0	63.3	84.15	60.30	84.43	70.36	65.96
West Seattle	866	820	34.0	24.1	28.9	32.8	43.59	31.24	43.73	36.44	34.17
Tchrs needed for 2016-17 Enroll						437.36	581.21	416.53	583.15	485.96	455.58
Cost at 2017-18 Average Teacher Salary/Benefits						\$ 63,962,084	\$ 45,839,493	\$ 64,175,291	\$ 53,479,409	\$ 50,136,946	
						\$ 15,830,616	\$ (2,291,975)	\$ 16,043,823	\$ 5,347,941	\$ 2,005,478	
Center	240	226.6	9.4	24.1	28.9	9.1	12.05	8.63	12.09	10.07	9.44
Interagency	444	416	20	20.8	25.0	16.6	22.11	15.85	22.19	18.49	17.33
South Lake	103	94.4	4.6	20.5	24.6	3.8	5.02	3.60	5.03	4.20	3.93
Tchrs needed for 2016-17 Enroll						29.5	39.2	28.1	39.3	32.8	30.7
Cost at 2017-18 Average Teacher Salary/Benefits						\$ 4,311,328	\$ 3,089,785	\$ 4,325,699	\$ 3,604,749	\$ 3,379,452	
						\$ 1,067,054	\$ (154,489)	\$ 1,081,425	\$ 360,475	\$ 135,178	
						11,671					
Combined net Cost Diff. of Teachers - using 16-17 enrollment at 17-18 est. avg. salary						\$ 16,897,669	\$ (2,446,464)	\$ 17,125,247	\$ 5,708,416	\$ 2,140,656	
						33%	-5%	33%	11%	4%	



# Appendices



Photos by Susie Fitzhugh

## Additional Information for the 2/28 Board Work Session on 24 Credits & Secondary Re-visioning

---

# Expanding Credit-Earning Opportunities – *What are the Anticipated Costs? Part 1*

- The anticipated costs of different schedule options depend on a number of factors that will likely be determined by the bargaining process including:
  - Overall student load per teacher.
  - Prep time.
  - Number of preps per teacher.
  - Plan for advisory (e.g., credit-bearing, additional prep).
- Given these variables, the total anticipated costs of expanding credit-earning opportunities ranges from approximately \$5 million to \$16 million more than the current model.



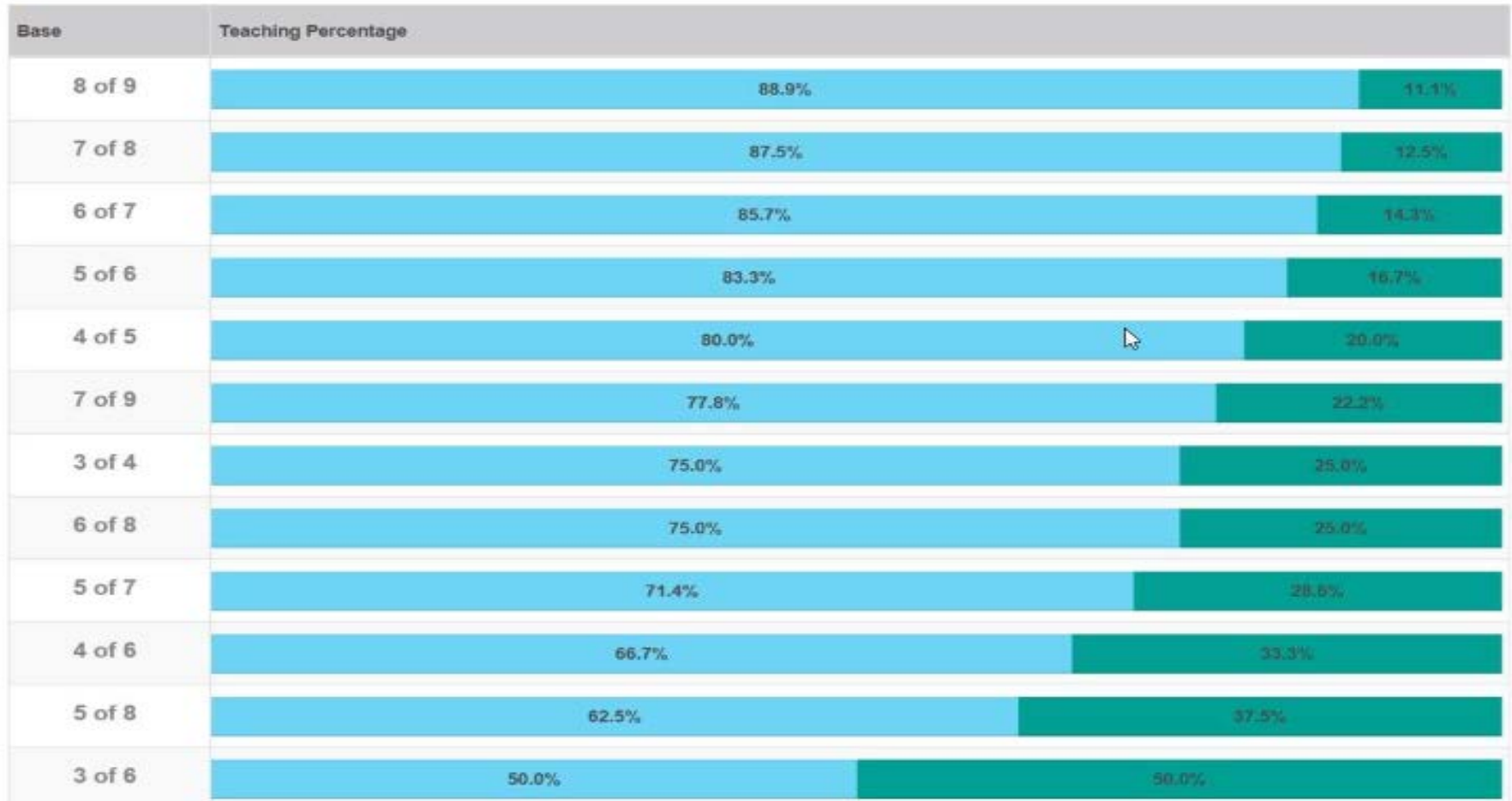
# Expanding Credit-Earning Opportunities – *What are the Anticipated Costs? Part 2*

Current *Requests* for 2018-19 to Support Secondary Re-visioning:

- \$4.5 million to provide high schools with 25:1 funding for 9<sup>th</sup> and 10<sup>th</sup> graders
  - \$1 million for professional development, in preparation for 2019-20 changes
  - \$500,000 to fund current IB programs at Chief Sealth, Rainier Beach, and Ingraham
  - \$300,000 for FTEs
    - Secondary Re-visioning Project Coordinator
    - Manager of Professional Development
    - Counseling Manager (e.g., providing guidance on master scheduling)
  - \$590k (over 3 years) for Naviance
- ~\$6.5 million total for 2018-19

# Percentage of Teaching – Different Schedules

Selecting a timetable is one of the most important decisions leaders make. The base timetable sets the percentage of the day that each teacher teaches.



Source: Presentation from School by Design

---

# Project Plan for Engagement

## Outcomes:

- Board develops guidance for 2019-20 HS Schedule.
- Board approves the new CBA between SEA and SPS.
- Board approves content new to the district course of study.

## Steps to Reach Outcomes:

- Develop policy.
- Develop specific parameters for 2019-20 schedule.
- Inform/engage on 2019-20 schedule.
- Develop pedagogical vision new programs, and new courses.
- Provide PD.
- Engage in bargaining.

## Work Stream:

- Board Engagement
- Community Engagement
- SPS Central Team (Content Development)
- Principal Engagement
- SEA Negotiations
- Other Teacher Engagement

---

# Overview of Community Engagement for 24 Credits & Secondary Re-visioning – Before 2018

## Prior Work Done on 24 Credits & Secondary Re-visioning

- 2015-2016: 24 Credit Task Force forms and engages with the community
- June 2016: 24 Credit Task Force submits recommendations
- 2016-2017: Jill Hudson and Ruth Medsker convene principals for monthly meetings on secondary re-visioning
- June 2017: board work session to discuss revisions to policies 2415 and 2420, per 24 Credit Task Force recommendations

---

# Overview of Community Engagement for 24 Credits & Secondary Re-visioning in 2018

- February 2018: Sharpen discussion of schedule parameters during February 28<sup>th</sup> Board Work Session (open to the public).
- March 2018: Update College and Career Readiness Graduation webpage with PSA on 24 Credit Requirements and an FAQ on how Seattle Public Schools is working to comply with this state mandate.
- March-April 2018: Roll out of PSA and FAQ with Communications team.
- May 2018: High school community meetings to inform families of changes for 2018-19 and to share the district vision for expanded credit-earning opportunities and longer instructional blocks.
- Fall 2018: Second round of high school community meetings to share specific schedule parameters for 2019-20.
- Fall 2018: Teaching and Learning, in consultation with school staff, families, and stakeholders, finalizes proposed new course offerings for 2019-20.

---

# Professional Development: Preparing for 2019-20

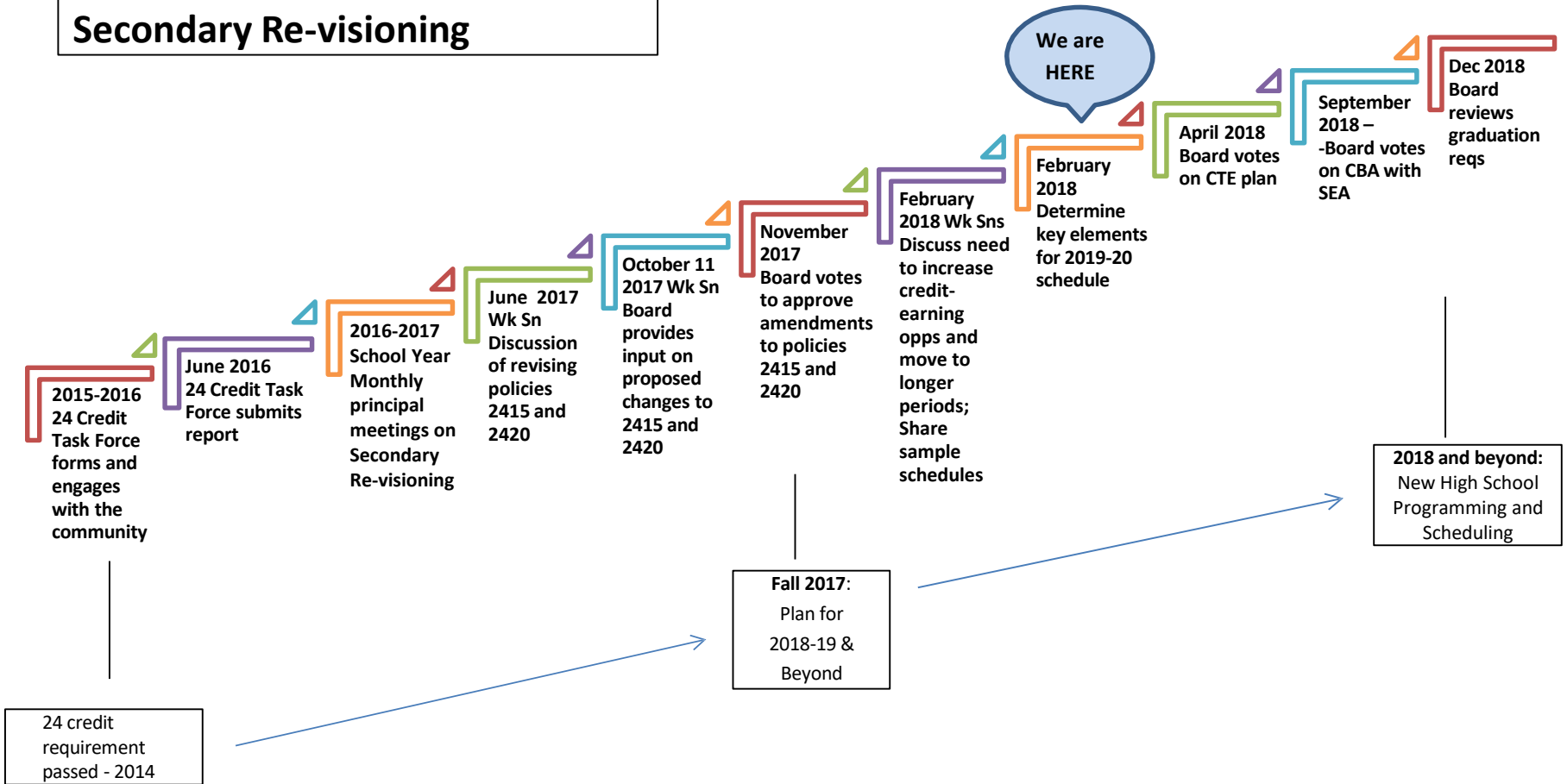
- Professional Development is aimed at helping:
  - All teachers successfully adapt to the new schedule including longer instructional blocks.
  - Schools implement deeper learning and project-based learning in classrooms.
  - Staff build case management systems to transition 9<sup>th</sup> graders to high school, keep them on track to graduate, and support those who fall off track.
- PD Plans will be designed by schools through site-based processes with support of the Teaching and Learning Department.
- Some PD will be mandatory and all PD must meet the following parameters:
  - Address specific content area standards.
  - Facilitate student attainment of 21<sup>st</sup> century skills.
  - Target teacher acquisition of strategies that increase student involvement and ownership of learning.

# Overview of Plans for 2018-19 for Supporting 9<sup>th</sup> and 10<sup>th</sup> Graders

*High schools submitted detailed plans for using additional funding to support 9<sup>th</sup> and 10<sup>th</sup> graders. Here is an overview of those plans:*

- Schools are beginning to plan professional development for teachers to help them prepare for the 2019-20 schedule.
- Most schools are expanding credit-earning opportunities via 0-periods and after-school classes.
- Many schools are providing more academic support for their 9<sup>th</sup> and 10<sup>th</sup> graders via freeing up their Academic Intervention Specialists to focus on this work.
- Schools will offer advisory for credit.
- Most schools are not making major schedule changes.

# TIMELINE for Transition to 24 Credits & Secondary Re-visioning





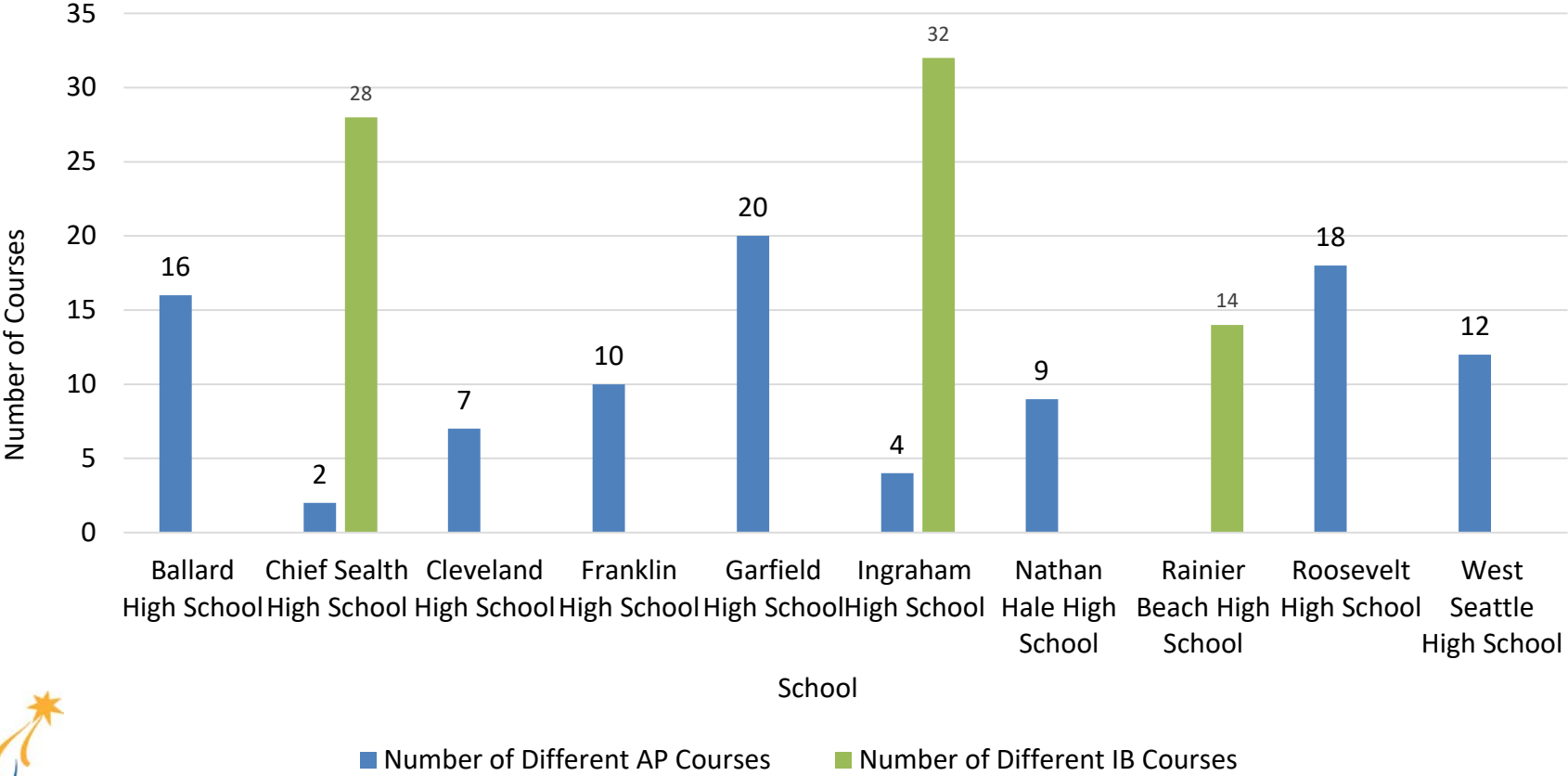
# Percent of Students Earning Fewer than 6 Credits Per Year

School	10th Graders	11th Graders	12th Graders	All Students 10-12
Ballard	14%	19%	29%	20%
Cascade	n/a	91%	100%	95%
The Center School	18%	24%	25%	22%
Chief Sealth	26%	31%	32%	29%
<b>Cleveland</b>	<b>5%</b>	<b>9%</b>	<b>9%</b>	<b>8%</b>
Franklin	21%	29%	32%	28%
Garfield	19%	22%	25%	22%
Ingraham	14%	26%	30%	23%
Interagency	91%	94%	87%	89%
Middle College	100%	69%	63%	66%
Nathan Hale	11%	11%	13%	12%
Nova	65%	61%	57%	60%
Rainier Beach	15%	28%	26%	24%
Roosevelt	8%	18%	20%	15%
Seattle World	60%	76%	57%	63%
South Lake	100%	80%	83%	82%
The Center School	18%	24%	25%	22%
West Seattle	18%	22%	36%	25%
<b>All Schools</b>	<b>18%</b>	<b>26%</b>	<b>33%</b>	<b>26%</b>

This shows student data from Fall 2017. 22% of students are not earning 6 credits per year, and would be in danger of not graduating if they needed 24 credits to graduate. At Cleveland, where students have expanded credit-earning opportunities, 92% of students are on track to graduate with 24.

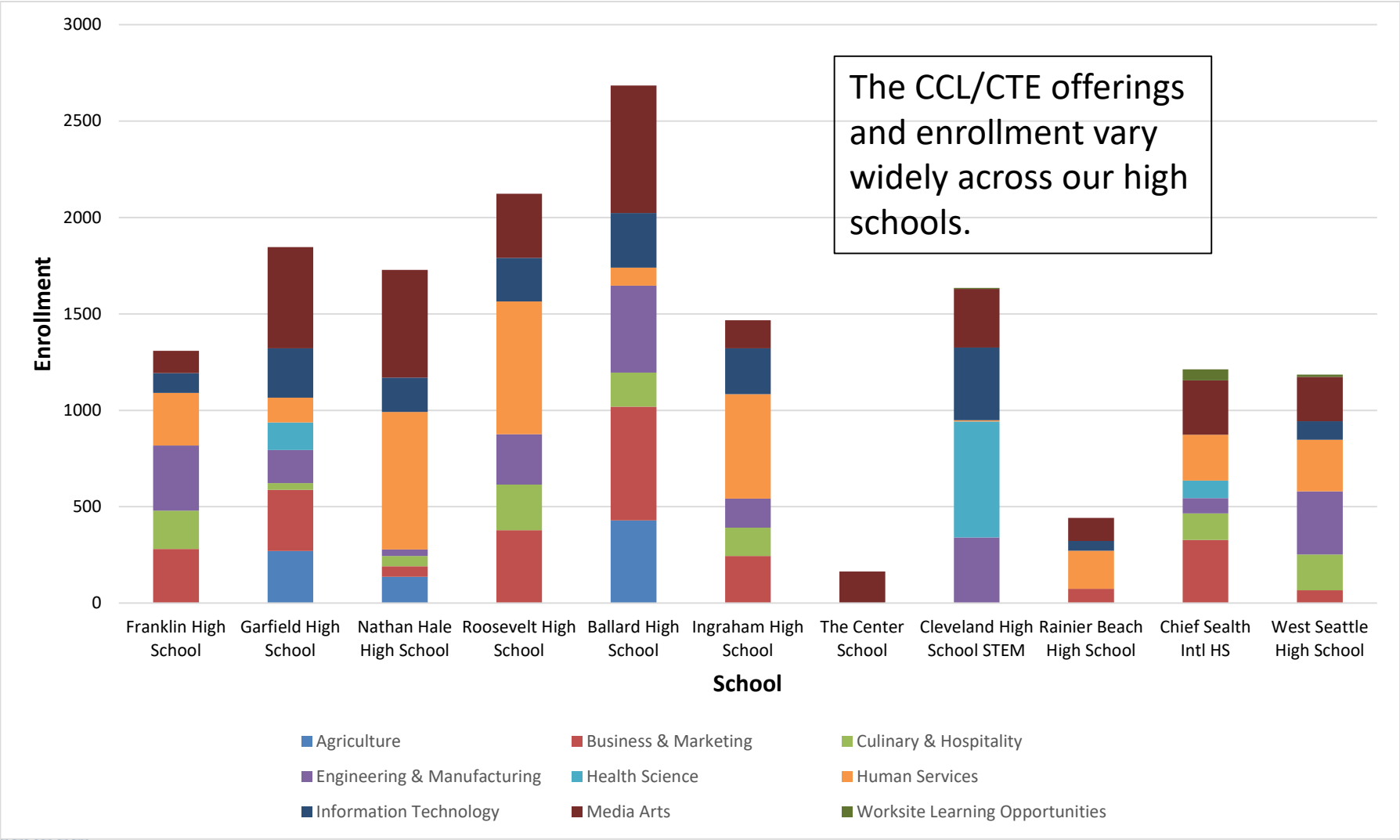
# Rationale for Expanding Credit-Earning Opportunities – *More Time for College and Career Connected Learning (CCL/CTE) Coursework*

Number of Different AP and IB Courses Offered at Each Comprehensive High School



Note that IB courses were manually counted and may not be 100% accurate.

# Rationale for Expanding Credit-Earning Opportunities – *More Time for College and Career Connected Learning (CCL/CTE) Coursework*

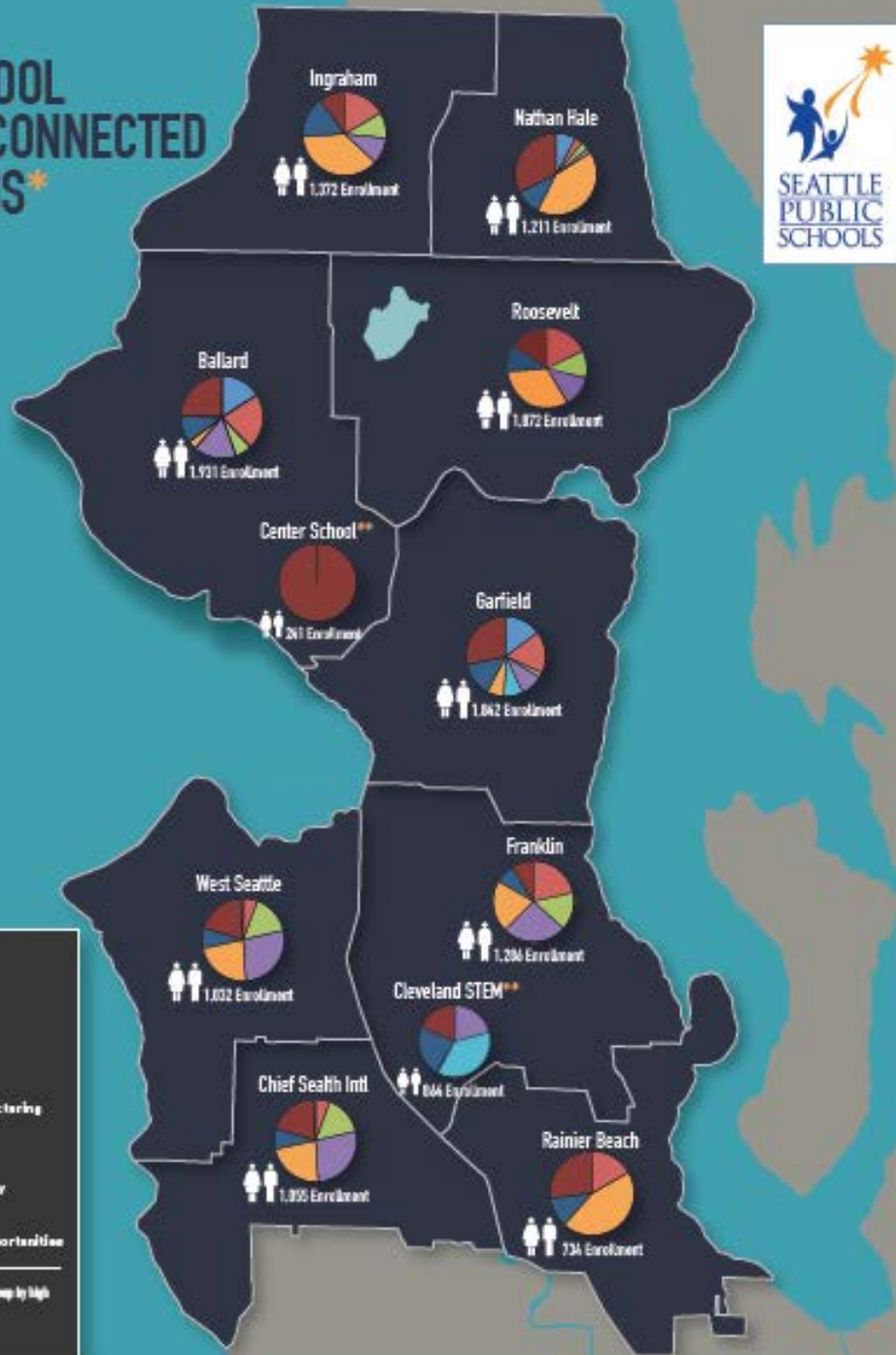


# Rationale for Expanding Credit-Earning Opportunities – More Time for College and Career Connected Learning (CCL/CTE) Coursework

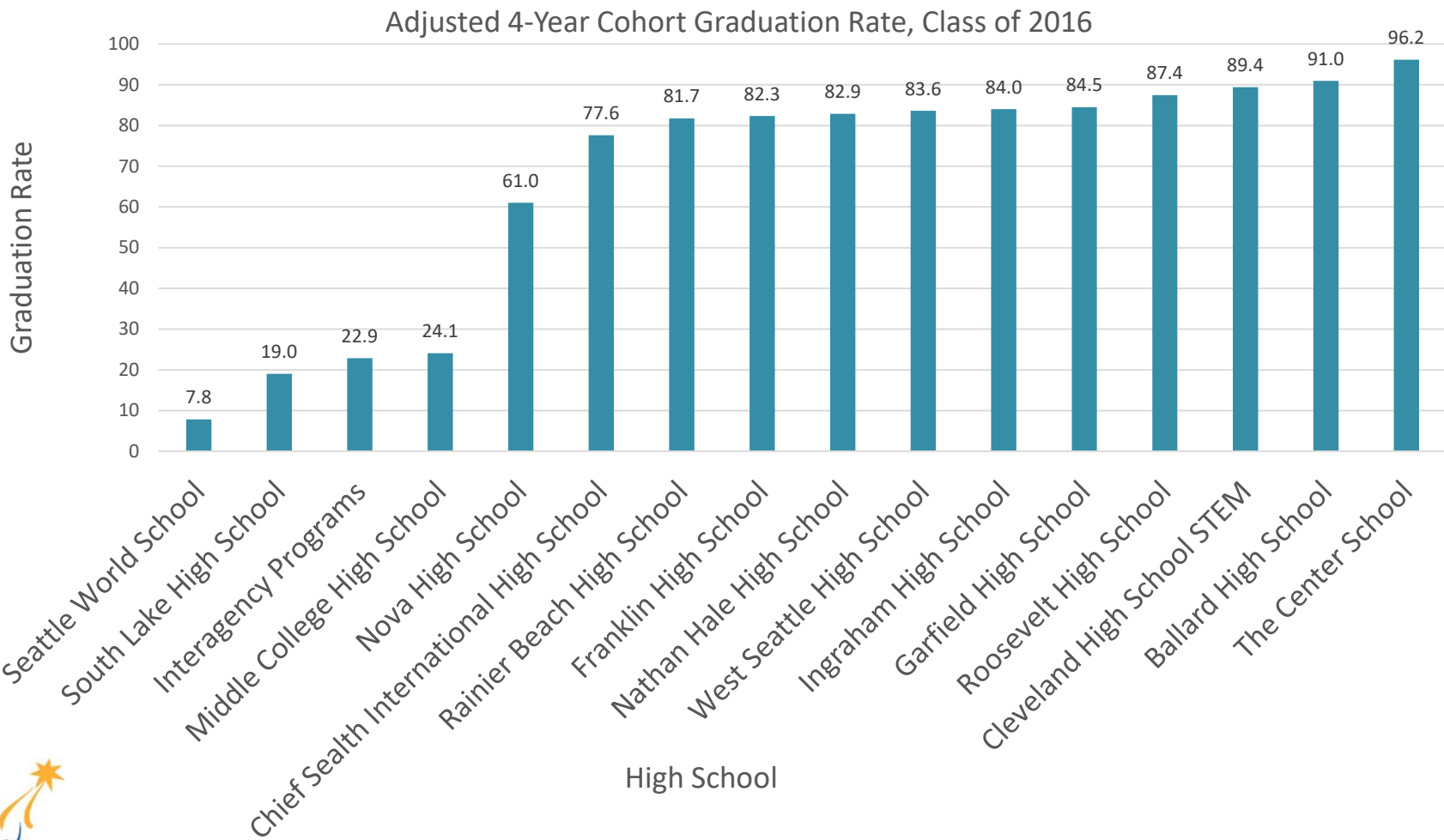
This map shows the Career-Connected programs that already exist at each high school in Seattle.



## HIGH SCHOOL CAREER-CONNECTED PROGRAMS\*

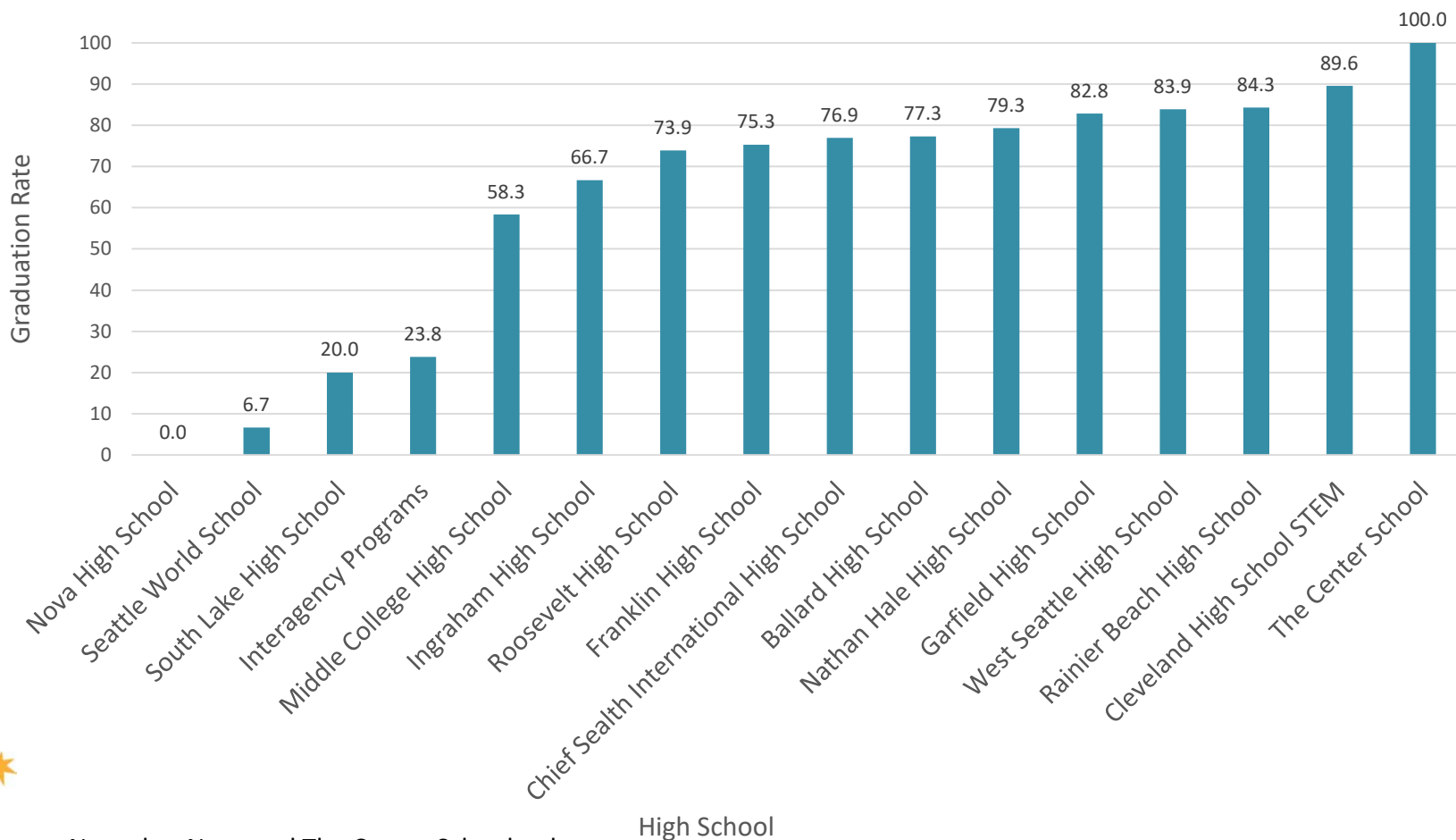


# Graduation Rates Across Our High Schools



# Graduation Rates Across Our High Schools

Adjusted 4-Year Cohort Graduation Rate, Black/African American Students, Class of 2016

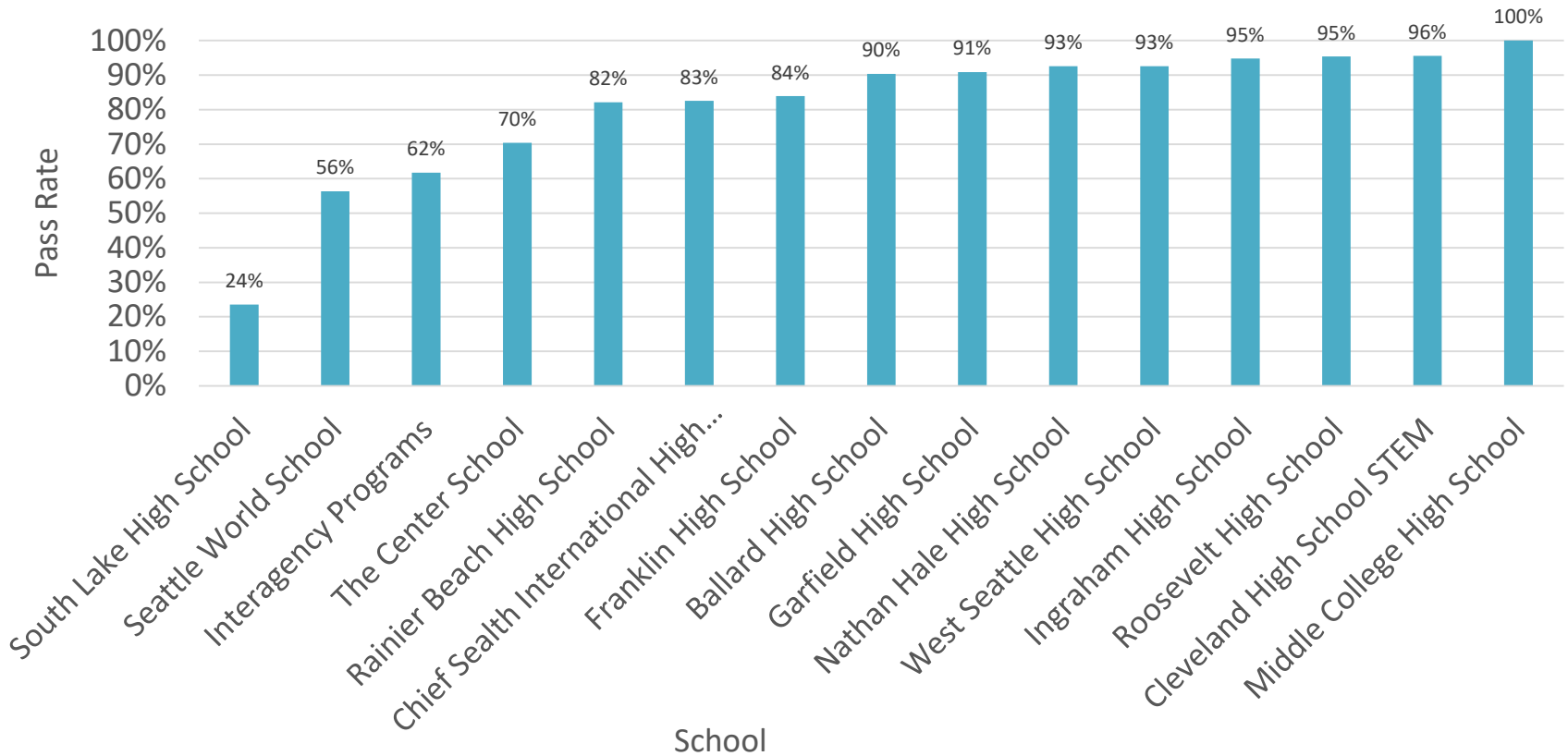


Note that Nova and The Center School only had 2 African-American Students in the Class of 2016



# 9<sup>th</sup> Grade ELA Pass Rates Across Our High Schools

ELA Course Pass Rate for 9th Graders in 2016

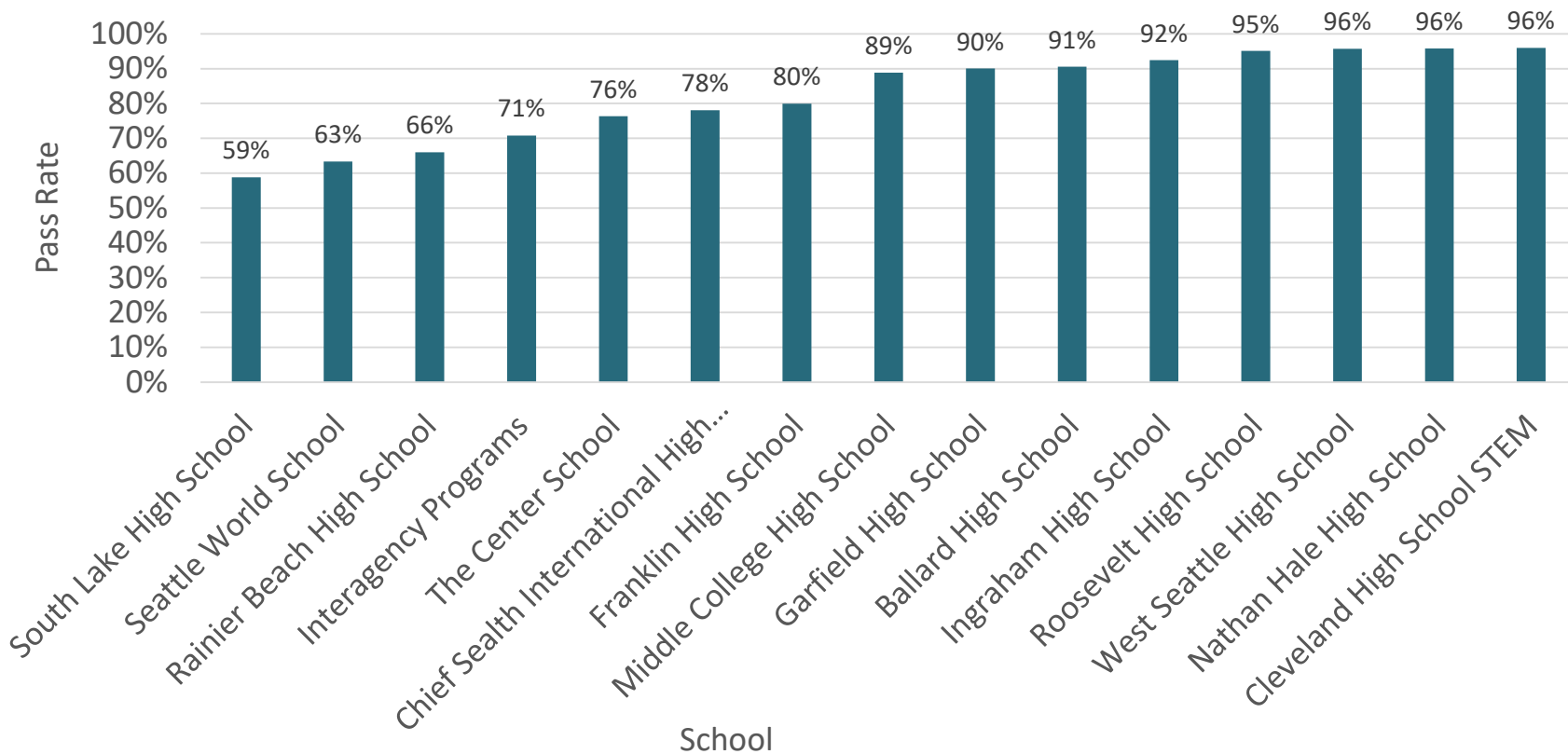


Note that Middle College only had 5 9<sup>th</sup> graders enrolled in an ELA course, and Nova is not included because it had close to 0 enrolled 9<sup>th</sup> graders.

This suggests that students at Cleveland are not earning more credits only because they have more credit earning opportunities. They are also passing core classes at a higher rate than students at other schools.

# 9<sup>th</sup> Grade Math Pass Rates Across Our High Schools

Math Course Pass Rate for 9th Graders in 2016



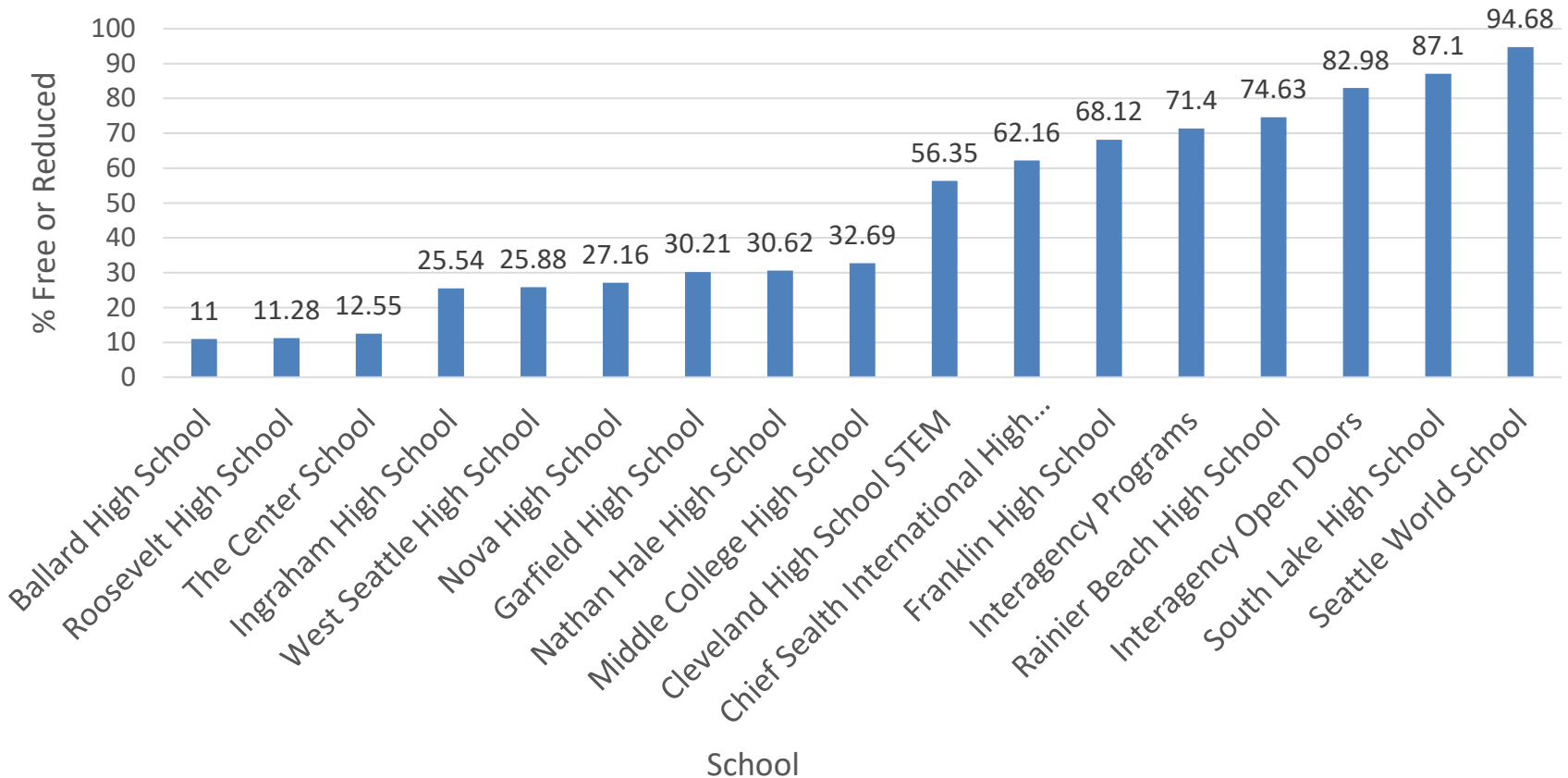
Note that Middle College only had 9 9<sup>th</sup> graders enrolled in an Math course, and Nova is not included because it had close to 0 enrolled 9<sup>th</sup> graders.

This suggests that students at Cleveland are not earning more credits only because they have more credit earning opportunities. They are also passing core classes at a higher rate than students at other schools.



# Students Receiving Free or Reduced Lunch

Percent of Students Receiving Free or Reduced Priced Meals



Although Cleveland is a choice school, it still serves a very high needs population. More than half of its students receive free or reduced lunch.

**Key Schedule Elements, Other Elements & Scenarios – DRAFT\***

	7-Period Straight (plus advisory)	8-Period with AB Rotation (including advisory) Variation 1	8-Period with AB Rotation (including advisory) Variation 2 – 1 Skinny	8-Period with AB Rotation (including advisory) Variation 3 – 3 Skinnies	6-Period Straight (no advisory)	6-Period Straight (plus advisory)
Social/Emotional Learning, Academic Support, High School & Beyond Planning						
More credits						
Longer blocks						
Instructional periods match subject area and program need						
International Baccalaureate						
Advanced Placement						
Support students struggling with executive functioning						
Help schools better engage students in learning.						
Access to CTE/Skills Center Courses						
Access to Running Start						
Periods in a day Student	7+advisory	3-7+advisory	4-7+advisory	5-7+advisory	6	6+advisory
Periods teachers teach per day	5+advisory	3-5+advisory	3-5+advisory	3-5+advisory	5	5+advisory
Passing time per day (approximately)	40	20	25	30	30	35
Length of periods (estimated)**	45	90	47 to 94	47 to 94	58	54
Transitions per day (including lunch)	8	4	5	6	6	7
Credits per year (Advisory not included)	7	7	7	7	6	6
Hours of instruction per full credit (estimated) *	131	129	137	137	150	140
Teacher planning time/day	90	90	Up to 94	Up to 94	58	54
Maximum number of students per teacher (30 per/class) ***	150-180	150-180	150-180	150-180	150	150-180

**Notes:**


\* This chart attempts to synthesize the many prior analyses of schedule options that SPS has done over the past three years. When reviewing this chart, please note:


- All of the schedule scenarios are assumed to meet the following technical elements: fit within a semester schedule, transportation parameters, current start and end times, and 1080 instructional hours per year.
- Some of the designations are based on assumptions on how the scheduling scenario would be implemented.
- This is a draft that will be refined and updated when we have additional information and input.


\*\*These estimates are subject to change, depending on how many minutes of advisory are offered each day (i.e., whether advisory is 0.5 credits or 1 credit).

\*\*\*Depends on the number of students in advisory period

**Key:**

 = Promotes

 = Possible

 = Absent

DRAFT