Eugene School District
Common Schedule
Why a Common Schedule?

- Student Learning
- Operations and Management
- Community and Parents
Student Learning

- Opens the door for students to take courses across the district
- Enhances our opportunity as a district to partner with the UO and LCC and provide our students with access to college course offerings
- Paves the way for improving articulation and sequencing of courses within schools and regions and across the district
Student Learning

- Provides students with an amount of instructional time and course load that is alike at each school
- Prevents gaps in learning for those transferring from one school to another
- Increases opportunities for teachers to collaborate
Operations and Management

- Reduces challenges to staff shared across buildings
- Eliminates inequities in teacher prep and planning time.
- Increases efficiencies in district operations
- Standardizes procedures
For Community and Parents

• Provides a clear, consistent picture of a high school student’s day

• Results in standardized communications such as district calendars and reporting student progress
Work Group Findings
Key Question

- Which schedule will provide the optimal learning environment for all our students while eliminating inequities for students and teachers, and addressing our operational and financial constraints?
The work group represented:
- All four high schools
- Eugene International High School
- Special Education
- Eugene Education Options

It included:
- 17 teachers
- 10 administrators
- 3 counselors
- EEA president
- 1 outside facilitator
- 3 district staff members
Considered three different types of students over four years:

- Typical
- Needing additional support
- Needing acceleration
Work Group Process

- Developed understanding of work group charge
- Determined decision-making process
- Identified schedule options
- Developed shared evaluation criteria
Work Group Process

- Analyzed options
- Identified possibilities and challenges
- Developed recommendation for Eugene International High School
- Developed initial recommendation for public input
Primary Evaluation Criteria

- Prepare students to be college and career ready
- Focus and rigor
- Flexible and engaging for students
- Sustainable (resources, workload)
College and Career Ready

- Allows for a rigorous course of study that all students can fully access
- Is flexible to provide both acceleration and remediation to meet college and career readiness standards
- Allows for embedded time for college and career information, awareness activities, goal setting, and decision-making
- Creates a carefully crafted pathway of learning that can be articulated to students, monitored and supported for all four years
Focus and Rigor

- Maximizes instructional time. Provides depth over breadth.
- Provides a significant chunk of time to engage students.
- Provides intentional teaching time, lessons, and daily contact.
- Supports ability of the teacher to provide just-in-time feedback.
- Requires minimal transition times across days and year.
Sustainable

- Is realistic, given resources
- Reduces the number of students a teacher has at any given time
- Manages workload for teachers and students as we transition to a new schedule and beyond
- Provides appropriate and workable number of teacher preps and classes
Flexible and Engages Students

- Provides ability for student to advance at own rate
- Provides choices to support student engagement
- Provides access to classes (i.e., non-core classes) that light kids up
- Makes available core classes required for graduation as well as others (IHS, AP, and IB)
- Provides equity of offerings
- Allows students to be fully scheduled
- Provides flexibility of scheduling for choice
Additional Evaluation Criteria

- Provides consistency – no gaps in learning
- Builds collaboration
- Maximizes access to classes at other high schools and/or colleges
- Fosters relationships
Initial Schedule Considerations

- **2 x 4**
  - 2 terms
  - 4 classes per term

- **2 x 7**
  - 2 terms
  - 7 classes per term

- **4 x 4**
  - 4 terms
  - 4 classes per term

- **3 x 5**
  - 3 terms
  - 5 classes per term
While the 2x7 schedule has a number of positive qualities, it did not meet the criteria established by the Work Group:

- **College and Career ready:**
  - Acceleration – difficult to do

- **Focus and Rigor:**
  - Depth over breadth – many short classes problematic for many students
  - Many daily transitions

- **Sustainable:**
  - Large class sizes, high teacher load, high cost

- **Flexible and engaging:**
  - More difficult for students to advance at own rate
Current Schedule Considerations

- 3 x 5 schedule
- 4 x 4 schedule
3 x 5 Schedule
- 5 (70-minute) classes/day
- 3 (12-week) terms/year
- Could have different teachers for the same course
- Each class is 20% of a student’s day
- Year-long electives possible

4 x 4 Schedule
- 4 (90-minute) classes/day
- 4 (9-week) terms/year
- Most classes are 18 weeks
- Each class is 25% of a student’s day
- Year-long electives possible
### Credits

<table>
<thead>
<tr>
<th>3 x 5 Schedule</th>
<th>4 x 4 Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5 credits per trimester</td>
<td>4 credits per semester</td>
</tr>
<tr>
<td>7.5 credits per year</td>
<td>8 credits per year</td>
</tr>
<tr>
<td>30 credits over four years</td>
<td>32 credits over four years</td>
</tr>
</tbody>
</table>
Teacher Schedule

3 x 5 Schedule
• Teach 4 out 5 classes per day
• 70 minute planning period
• Average class size ~ 31.25 students
• 120 students/day

4 x 4 Schedule
• Teach 3 out of 4 classes per day
• 90 minute planning period
• Average class size ~ 33.33 students
• 90 students/day
Flexibility

3 x 5 Schedule
- Students have opportunities for fresh starts every 12 weeks
- 15 credit-bearing sections per year
- 5 classes per day
- Possible A/B period

4 x 4 Schedule
- Students have opportunities for fresh starts every 9 or 18 weeks
- 16 credit-bearing sections per year
- 4 classes per day
- Possible A/B period
Course Options

3 x 5 Schedule

- Provides students the opportunity to take a rich array of core and elective classes based on student need and interest
- More closely aligned with higher education schedule

4 x 4 Schedule

- Provides students the opportunity to take a rich array of core and elective classes based on student need and interest
- Less aligned with higher education schedule
Acceleration and Remediation

3 x 5 Schedule
- Can complete 7.5 credits in one year
- Cover 3 credits over 2 years
- Opportunities for additional support throughout the school year

4 x 4 Schedule
- Can complete 8 credits in one year
- Cover 2 credits over 1 year
- Possibility of graduating prior to senior year
- Opportunities for additional support throughout the school year
Eugene International High School

3 x 5 Schedule
- IHS can overlay with this schedule

4 x 4 Schedule
- IHS can overlay with this schedule
Timeline

- January 26 – Administrators
- February 6 – Teacher/administrator work group
- February 13 – Work group
- February 21 – Work group
- February 23 – Work group
- February 29 – Work group
Timeline

- March 5–9 – Online survey
- March 5 & 7 – Public forums
- March 8 – Staff forum
- March 14 – Work group makes recommendation to Dr. Berman
- March 21 – Dr. Berman presents recommendation to board
- April 4 – Board decision
Timeline

• June 2012 – Professional development to facilitate schedule implementation
• September 2012 – Schools may implement new schedule
• September 2013 – All schools will implement new schedule