Meeting Summary

Meeting Agenda
• Review shared criteria for schedule assessment
• Continue to build an understanding of schedule options
• Begin analysis of options

Working Agreements
The group reviewed the following working agreements:
• Start and end on time
• Think on behalf of all students
• Focus on solutions
• Check assumptions
• Planful communication
• Respectful communication
• Strive for consensus – If consensus cannot be reached members will vote.

Communication
1. Margot is preparing a meeting summary with key points and documents. Please provide her any feedback.

2. A key points document is prepared following each meeting.

3. All documents related to the process are posted on the District 4J website at http://www.4j.lane.edu/secondaryservices/commonschedule.

Criteria
Participants refined the following priority criteria for assessing potential schedules. They are not in priority order.

The common schedule must . . .

1. Meet the individual needs of each student.
   • Provides for acceleration and remediation.
   • Leads to college and career readiness (will be defined more fully).
   • Avoids isolating students because they need interventions.

2. Provide focus and rigor
   • Maximizes instructional time. Provides depth over breadth.
   • Provides a significant chunk of time to engage students.
   • Provide 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.
3. Be sustainable
   • Reduces the number of students a teacher has at any given time.
   • Is realistic, given resources.
   • 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.

4. Be flexible and engage 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, such as IHS, AP, and IB courses.
   • Provides equity of offerings.
   • Allows for students to be fully scheduled.
   • Provides flexibility of scheduling for choice.

5. Maximize other classes at other high schools and colleges
   • Allows for alignment and collaboration with higher education to allow students into courses on college campuses.

6. Build collaboration in order to--
   • Use data meaningfully to determine how to adjust instruction and curriculum.
   • Have time to identify skills needed by students.
   • Have districtwide time to discuss curriculum.
   • Have time for professional development.

7. Foster relationships
   • Fosters relationships between teachers and students over the year, during the teaching period, and over four years.
   • Provides for a class size that promotes student-teacher relationships.
   • Fosters community among students.
   • Provides opportunity for advocacy.

8. Provide for consistency
   • Makes fragmentation (i.e., gaps in learning) minimal.
   • Allows a student to have sustained learning over time.
   • Minimizes learning interruptions.
   • Builds reliability across the district. Not dependent on which school a student attends.

Superintendent’s Comments
• This is a comprehensive list of criteria. Criteria should include raising level of rigor.
  ▪ Manageable workload for teachers is a high priority.
  ▪ Number of preps and number of students a teacher deals with at any one time is important.
  ▪ Data from PLAN
    • Not positive results.
• 30% on track to need remediation for math and reading. 30% are excelling,
• What is missing? Rigorous tasks for students to do.
• Difficult for teachers to assign many of these because of teachers see so many students and do not have time to give feedback

- Key skills for students include writing, critical thinking, research, and persistence,
- We need to bring college readiness focus to middle school.
- We are considering re-aligning Explore to middle school. We would like to send these results home to parents and use them as indicators of our progress.

- Other considerations
  - Curriculum development needs to be accessible to all teachers,
  - It is important to have accessible data and to know how to use it to inform instruction.
  - We need to improve communication around tests.

**New accountability system in OR**
50% of measure will be graduation rates and growth in graduation rates for subgroups (FRL, minorities, SPED, economically disadvantaged)
  - 35% graduation rates
  - 15% is subgroup graduation
  - 20% raw achievement
  - 20% growth in achievement
  - 10% sub group growth

**Descriptions of Schedule Options**
A small work group revised a matrix that compares schedules according to numerical criteria, such as cost, class size, and number of students seen by a teacher (see attachment).

**Option Analysis**
Participants analyzed the 3x5 schedule through the lens of the shared criteria (see attachment).

**Meeting Schedule**
• Tues., Feb. 21, 12:00-4:00 in Parr Room
• Thurs., Feb. 23, 8:00-12:00 in Parr Room
• Wed., Feb. 29, 8:00-12:00 in Auditorium

**Next Steps**
1. Define meaning of "electives" and what is needed to prepare students to be college and career ready.
2. Continue option analysis.

*Summary prepared by*
Margot Helphand, facilitator
### TYPES OF SCHEDULE COMPARISONS

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<th>3x5</th>
<th>4x4</th>
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<td><strong>Number of terms</strong></td>
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<td><strong>Term length</strong></td>
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<td><strong>Periods in a day</strong></td>
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<td><strong>Length of period</strong></td>
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<tr>
<td><strong>Teacher prep time per day</strong></td>
<td>70 min</td>
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<td>90 min</td>
<td>100 min</td>
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<td><strong>Number of periods taught daily</strong></td>
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<td>3</td>
<td>5</td>
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<tr>
<td><strong>Transitions per day (including lunch)</strong></td>
<td>5 per day</td>
<td>4 per day</td>
<td>4 per day</td>
<td>7 per day</td>
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<tr>
<td><strong>Transitions per year</strong></td>
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<td>4 maximum</td>
<td>7 maximum</td>
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<tr>
<td><strong>Number of students per teacher</strong></td>
<td>120 per day 120-360 per year</td>
<td>90 per day 90-360 per year</td>
<td>90 per day 90-180 per year</td>
<td>150 per day 150-300 per year</td>
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<td><strong>Number of final grading periods</strong></td>
<td>3 periods</td>
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<td><strong>Number of total grading periods</strong></td>
<td>6 periods</td>
<td>8 periods</td>
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<td><strong>0.5 credit opportunities possible for teacher to offer annually</strong></td>
<td>12 opportunities</td>
<td>12 opportunities</td>
<td>12 opportunities</td>
<td>10 opportunities</td>
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<td><strong>Credits</strong></td>
<td>7.5 per year 30 in 4 years</td>
<td>8 per year 32 in 4 years</td>
<td>8 per year 32 in 4 years</td>
<td>7 per year 28 in 4 years</td>
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<tr>
<td><strong>Number of weeks per credit</strong></td>
<td>24 weeks</td>
<td>18 weeks</td>
<td>18 weeks</td>
<td>36 weeks</td>
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<td><strong>Number of instructional hours per credit (per bell schedule)</strong></td>
<td>140 hours</td>
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<td><strong>Number of instructional hours per credit (minus 4 minutes each period for logistics)</strong></td>
<td>132 hours</td>
<td>129 hours</td>
<td>129 hours</td>
<td>138 hours</td>
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<td><strong>Average class size (assuming 1,000 students, 40 teachers)</strong></td>
<td>31.25 students</td>
<td>33.33 students</td>
<td>33.33 students</td>
<td>35 students</td>
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<td><strong>Required FTE/Cost (assuming 1,000 students, 40 teachers, 30 students per class)</strong></td>
<td>41.60 FTE $3,810,560</td>
<td>44.44 FTE $4,070,704</td>
<td>44.44 FTE $4,070,704</td>
<td>46.66 FTE $4,274,056</td>
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