

Eugene School District 4J
High School Common Schedule Work Group
Thurs., Feb. 23, 2012
Parr Room
8:00-12:00

Meeting Summary

Agenda

- Superintendent's comments
- Confirm and prioritize criteria
- Review IHS Schedule proposal
- Continue review of options – Possibilities and concerns

Superintendent's comments

- Shelley Berman said that this work is an extraordinary opportunity to lead new work for the district. He posed the question *How do we carry with us the spirit of open mindedness, collaboration and problem solving as we discuss our work with colleagues, students and parents?* He reminded us of the need to suspend advocacy and model critical thinking and inquiry.
- This is a challenging assignment about problem-solving and open-mindedness.
- Part of this process is not only about the decision that is made but about the attitude shared with faculties and community.
- An important principle is not to engage students in the debate.
- This group is representative for the district.
- There is no 'right' answer. A best answer for the circumstances is possible.
- Shelley said that he believes our faculty will do the best job possible with whichever schedule is selected.
- It is important that faculty see the decision-making process is fair and open.
- Board Leadership discussed the public input opportunities including the public forums scheduled for March 5 and 7.
- The Work Group will be meeting once again following the public forums to reflect on the input received and make a final recommendation to Shelley.

Eugene International High School (EHS) proposal

Key Points

- EHS is already doing things we want to provide to all students:
 - Using teacher collaboration
 - Providing a common, integrated curriculum
 - Creating a small learning community

- Providing an inter-disciplinary program
- EIHS has a common schedule within its program and with the host schools. It is common across the district.
- EIHS cannot provide their courses across three campuses on a daily schedule with the amount of FTE provided.
- The common schedule change will require adjustments to EIHS. Details will be worked out later. (This does not apply to North IHS.)

Proposal

EIHS will have an A/B schedule that overlays the common schedule, knowing that IHS will likely be making a number of programmatic changes in order to become more common with host school schedules next year and into the future. *The Work Group accepted this proposal.*

2x4 Option

Proposal: Remove the 2x4 schedule option from consideration. *The Work Group accepted this proposal.*

Criteria

- Members reviewed the criteria.
 - Some are common across all schedules, and it is important to communicate them to all stakeholders.
 - Question: What are the key criteria that help the group make the best decision of which schedule to recommend?
- 1. Meets the needs of each student to be college and career ready**
 - Allows for a rigorous course of study that all students can fully access.
 - Is flexible to provide 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.
 - 2. Provides 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.
 - 3. Is 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.

6. Is 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, such as IHS, AP, and IB courses.
- Provides equity of offerings.
- Allows students to be fully scheduled.
- Provides flexibility of scheduling for choice.

Other criteria must also be in place:

4. Provides for consistency

- Makes fragmentation (i.e., gaps in learning) minimal.
- Allows a student to have sustained learning over time.
- Minimize learning interruptions.
- Builds reliability across district. Not dependent on which school a student attends.

5. Builds collaboration in order to -

- Use data meaningfully to determine how to adjust instruction and curriculum.
- Provide time to identify skills needed by students.
- Provide district-wide time to discuss curriculum.
- Provide time for professional development.

7. Maximizes other classes at other high schools and colleges

- Provides for alignment and collaboration with higher education to allow students into courses on college campuses.
- Includes College Now, possibly classes via Skype.

8. Fosters 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.

Option Analysis

The work group looked at each of the three schedules (2x7, 3x5, and 4x4) and identified possibilities within each schedule. The larger Work Group identified the "big advantages" of each schedule:

4x4 Big Advantages

- Opportunity for acceleration and remediation
- Daily teacher load
- Number of classes that student takes
- Number of classes parent needs to track
- Number of credit opportunities
- Depth and focus
- Senior year may be open for other possibilities

3x5 Big Advantages

- Flexibility

- Support for elective programs
 - Can have core courses and electives
- Opportunity for acceleration and remediation
- Fresh start opportunities
- AP/IB 'bang for the buck'
- 70-minute period for student engagement and teacher transitions
- Adjustment to 70 minute
- Requires curriculum articulation
- Middle ground for big teacher buy-in
- Students would have to take some classes during senior year
- Facilitates 9th grade transitions and transfers
- Economical in terms of FTE
- Low class sizes

2 x 7 Big Advantages

- Yearlong consistency
- Relationships with students
- Year long daily intervention
- Year long electives
- Maximizes teacher prep time
- Maximizes instructional hours per credit

Mixed groups began looking at each of the three schedules and identified the challenges or concerns under each. The Work Group began to develop a list of the "big concerns" for each schedule.

2x7 Schedule

- Acceleration is limited
- Fewer spots for remediation
- Student, staff, parent load
- Cost
- Transitions
- Fewer opportunities for credit recovery
- Fewer opportunities for credits over 4 years
- Less focus
- Class size
- Doesn't support lab and project-based classes

At its next meeting, the Work Group will continue identification of concerns/challenges for the 3x5 and 4x4 schedules.

Next Meeting

The next meeting will be Wed., Feb. 29 (8:00-12:00, Auditorium).

Next Steps

1. Complete options analysis
2. Develop recommendation
3. Provide input to the communication plan

*Summary prepared by
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