

3x5 IMPLEMENTATION STEERING COMMITTEE

Thurs., Jan. 16, 2013

Parr Room

8:00-9:00

Report

Committee members present

Barb Bellamy
Randy Bernstein
Chris Castillero
Casandra Kamens
Tasha Katsuda
Jon Lauch

Cheryl Linder
Oscar Loureiro
Laurie Moses
Simone Sangster
Carmen Urbina

Steering Committee Report

Laurie Moses welcomed the group to the meeting. She said that the minutes of the Dec. 19 meeting will be posted on the website this week.

The Register-Guard Article

Laurie referenced *The Register-Guard* article that was published in December about the implementation of the 3x5 schedule. At the last meeting, Barb Bellamy had reported that *The Register-Guard* would be printing a correction to the article. Barb confirmed that a correction was published. She said it was minimal and, in the view of the district, not satisfactory.

Report: High Schools

Randy Bernstein reported that high school principals have generally not had complaints about the 3x5 from parents. Likewise, the high school students seem to be adjusting to and receptive to the schedule.

Randy said that the reaction from teachers is harder to gauge because they have been overwhelmed with changes including and in addition to the 3x5 schedule. Laurie added that, in listening to them, it is evident to her that teachers have felt a sense of loss in moving from their school's previous schedule to the 3x5.

Randy also reported that--

- IHS teachers appreciate having more time with students for instruction and preparation for assessments on the 3x5 schedule.
- Each of the four high schools made adjustments to their schedule between Trimester 1 and Trimester 2 to address the learning needs of students.

- The principals agree that additional time for professional development and planning around instruction on the 3x5 would be welcome.

Cheryl Linder reported that she is reviewing the participation of SPED students in general education on the 3x5 schedule. She said she would report back to the group about this.

3x5 Implementation Team

Casandra Kamens reported that the Implementation Team spent time at its most recent meeting reviewing schedules. She said the group has noticed that the length of specific courses is not consistent among the schools. Casandra said that there needs to be a process to clarify what is happening now around length of courses—that is, whether they are two trimesters or three trimesters long--and then determine what would be recommended for each. Meanwhile, a concern is that making any class three trimesters long impacts the availability of other classes in the schedule.

Casandra said that the team also looked at data having to do with low grades and failure rates. She said the team noticed more teachers are now instructing on a proficiency-based system. This has resulted in more students receiving “Incompletes” when at the end of the trimester, with the course not yet finished, students needed more instructional time to show proficiency. Casandra said there is not a district-wide practice on how “Incompletes” are dealt with.

Casandra said that the team also looked at “Teacher Assistants.” They found that schools previously on a 4x4 schedule tend to have more TA students this year because students did not know to forecast an additional class beyond four and were enrolled as a TA in order to complete their schedules.

Casandra reported that the team discussed students accessing courses at another school. She said there are not many students doing this and that the team is looking at what might be hindering it. Randy suggested the idea of allowing students to take an entire half-day at a second school. Jon asked about the possibility of using distance learning so that students could access instruction at a different school without having to travel. Casandra said that the team is also wondering about schools starting their instructional day at different times so that students can travel between schools and still get a full day of instruction more easily.

Casandra said that the team discussed the issue of students transferring from one school to another and the reporting of credits at the time of transfer. She said that the team would like to look at this more closely. The way in which schools issue credits impacts the transferring student, especially when the student has not finished a course at the previous school and cannot get credit for it at the new school.

Casandra said that there seems to be an interest in more instructional access time at Churchill HS.

3x5 Teacher Instructional Advisory

Laurie reported that the Teacher Instructional Advisory will meet next later in the month. Laurie also said that she gave a report on the 3x5 implementation to JCAC, and that EEA president Tad Shannon contributed to the report.

Data

Oscar Loureiro presented data related to the 3x5 schedule.

Fully scheduled students

The percentage of fully scheduled students has increased at the high schools:

	2011-12	2012-13	2013-14
Churchill HS	18.6%	65.7%	70.7%
North Eugene HS	13.9%	77.6%	70.3%*
Sheldon HS	43.3%	59.6%	75.9%
South Eugene HS	41.7%	57.2%	73.8%
TOTAL	32.6%	63.9%	73.0%

Example of flexibility in 3x5 schedule for struggling students

Oscar presented data showing where students struggling to pass Algebra 1 in Trimester 1 were placed in Trimester 2:

Course students took Trimester 1	Grade earned Trimester 1	Course same students are taking Trimester 2
Algebra 1 Foundations	F, I, NB, NP*	<ul style="list-style-type: none">• 100% taking Algebra 1 Foundations
Algebra 1A	D	<ul style="list-style-type: none">• 20% taking Algebra 1A• 64% taking Algebra 1B• 16% taking Mathematics Proficiency
Algebra 1A	F, I, NB, NP	<ul style="list-style-type: none">• 6% taking Algebra 1 Foundations• 41% taking Algebra 1A• 32% taking Algebra 1B• 3% taking APEX Algebra 1• 2% taking Engineering Design• 3% taking Mathematics Proficiency• 13% taking no mathematics
Algebra 1	D	<ul style="list-style-type: none">• 88% taking Algebra 1• 4% taking Algebra 1y• 4% taking Basic Algebra 1• 4% taking no mathematics
Algebra 1	F, I, NB, NP	<ul style="list-style-type: none">• 100% taking Algebra 1

I = Incomplete, NB = No basis, NP = No pass

Course-taking patterns

Because the four comprehensive high schools are now on the same schedule, it becomes possible to acquire and analyze data in regards to enrollment in courses. Oscar presented data showing the course-taking patterns in Trimester 1 at the schools.

The data showed the percentage of periods spent in each subject area:

- 19.7% in art, world language, career technical
- 16.6% in social studies
- 16.5% in language arts

- 13.3% in math
- 11.1% in science
- 4.6% in health
- 4.2% in physical education
- 14% in other subjects

The data also indicated the degree to which students are utilizing Period 0 to access courses. In Trimester 1, there were 849 students enrolled in Period 0 classes.

Finally, the data showed the distribution of grades in content areas across the district. 85% of all grades were passing grades. The lowest percentage of passing grades was in the area of math.

Next steps

Laurie commented that there is an increased interest in grading practices. The book *A Repair Kit For Grading: 15 Fixes for Broken Grades* by Ken O'Connor is being read across the district at the secondary level by groups of administrators and teachers as part of reviewing and considering these practices.

The group made requests for the following data:

- Special education participation in general education classes
- Student demographics per class
- Feeder middle school achievement in comparison to high school achievement (e.g., 8th grade achievement compared to 9th grade achievement for the same students in math).
- Success of students who did not earn credit in core classes and were placed in subsequent trimester(s) for the purpose of gaining skill and being successful (e.g., students repeated the same course, students were placed in a proficiency lab setting, etc.).

Next meeting

The next meeting will be Thurs., Feb. 20.

Submitted by
Larry Brown