

CHART COMMENTS
High School Common Schedule
Community Forums
March 5 & March 7, 2012

4x4 Schedule

- Too long time period; 90 minutes feels too long; 90 minute class periods make it challenging for students to remain focused and alert; 90 minutes is too long. As it is, high school students have trouble staying focused in a 50-minute period. With 90 minutes, how will students be able to stay focused? At a certain point students become saturated with amount of information. (2)
- Taking AP/IB classes on this schedule results in large gaps between the end of a class and the test in May.
- 90 minutes may seem like a long time to stay focused, but when you are learning something and have the ability to go into depth with it – staying focused is not an issue. (2)
- Compressing foreign language into semester creates gap in learning attrition in skills. First two weeks of every class is focused on review.
- Does covering “it” in a semester = learning it?
- Offers a chance to college and career preparation.
- Offers remediation and post assessment catch up.
- Possible one period is an AB.
- Offers most benefits.
- Budget for additional FTE/cost worth it for additional class time (90 min) and added prep/student contact time.
- IB requirements are easily met.
- Teachers are able to make good relationships with the student because the number of students per day is not overwhelming.
- You can take three term-long classes.
- If a full schedule cannot be accommodated, students are not in class 25% of the day and term.
- In IHS you couldn't take math, language and science every term. The discontinuity would be bad.
- Doubling up classes allows students to take the same subject at two different levels in the same year.

3x5 Schedule

- Like 70 minutes; 70 minutes seems more reasonable; 70 minutes better than 90 at this age.
- More periods a day is better.
- Matches OUS schedule better. More closely aligned with higher ed.
- Allows for more core classes.
- Allows for smaller class size.
- Less expensive.
- This is the lesser of two evils (2).
- This is the better option of the two (2).
- Offers a chance to college and career preparation.
- Offers remediation and post assessment catch up. Like 3x5 for non-accelerated student Band and AVID.
- More electives with the 3x5 IHS 12th grade than the 4x4. The concern is that they need 4 years of art (band). Stress on the student. Is there time to relax?
- Shorter, fewer gaps.
- Seems like doubling up on 3x5 is more difficult. Too many gaps.
- 3x5 might pile up the cores with lots of difficult classes in one term.
- Might require more rapid and intense attention to detail with respect to remedial students than a 4x4.
- If AP classes are only first and second trimesters, then there is a gap before the AP test. BUT if the AP class is taught all year, the student wouldn't have space for electives.
- How could we take a class that is three terms long? (AP/Hx, AP/IB Physics, AP/IB Bio)

Ideas for Effective Transition

- Must be professional development for teachers to develop understanding how to deliver instruction in new class time.
- Opportunity to create new class options.
- Better to transition all schools at the same time.
- Additional staffing for beginning of school year for scheduling.

Comments

- Electives are so important while young and still exploring. It's the ability of the teacher. Training is fundamental. The focus must be on the student by knowing their level, needs and interests. (4)

- Short classes do not work – 45 min.
- Scheduling challenge for both – to prevent overload of core classes and homework especially for advanced students.
- Would like to see IHS classes start and stop at times that match with classic schedule so that kids with a gap could take classic class.
- Kids need breathing space to ask questions and clarify concepts.
- Depth comes from taking classes consistently over time with time for practice and reflection.
- Flexibility comes from more, shorter classes.
- How to have one class at CHS (AP Bio) and then I could only take two classes at SEHS.
- Change is not difficult when there is clear improvement.
- Very important to be able to double up. To finish fast, especially with foreign language.
- Continue small learning communities to foster student teacher relationship over two years.
- Reduce class size.
- Do we actually have 10% of students transferring every day between schools?
- Increase student/teacher contact time.
- Increase prep time/office hours.
- Provide band all year long.
- Match/align length of class periods to colleges.
- Zero period not equitable/realistic for all populations.
- Does zero period still exist?
- Cost per credit is identical since 3x5 has fewer credits than 4x4.
- Anecdotal – The “community” appears to understand that many students have no classes to attend – during a day/week. Nothing to do.
- Appears that 3x5 offers fewer choices
- What is the actual ability of a student to fulfill her/her curriculum needs/wants by the time of graduation?
- Gaps are a huge issue.
- Did we consider a 3x6 or 3x7 or . . . ?
- Neither 3x5 nor 4x4 seems to be a good fit.
- Include students in work groups.
- Scheduling needs to focus on full 4 years. Start where we want students to end up and work backwards.
- With a CAM student in art who also wants to take a full year of language: how will that be possible with either schedule?

CHART COMMENTS
High School Common Schedule
Staff Forum
March 8, 2012

4x4 Schedule

- Less workload for teachers and students.
- More credit opportunities.
- More opportunities for acceleration and remediation
- 0 period option?
- Less opportunity for fragmentation.
- 9 week term seems short.
- Add "0" option for electives both morning/afternoon IHS option.
- Can't rob Peter to pay Paul – lower class sizes comes at cost of teachers teaching 21–31 more minutes per day – staff is still spread thin.
- Work load for student and curriculum covered
- Pace of 18 weeks course too fast for level of homework possible
- Not enough time to process literature, math, history, etc.
- Not enough weekends.
- Relationships suffer due to lack of time spent together all year.
- 9th graders need time spent together all year.
- Not enough slots to provide math support, strategies class (all class support) and reading remediation.
- Horizontal articulation gone ≠ relevance direct curriculum integration (SS/Lit) of curriculum.
- Pairing of teachers using A/B make this possible.
- Strong relationships and monitoring are more likely.
- Share student cohorts.

3x5 Schedule

- Why are schools moving away from it?
- More workload for teachers and students.
- More money for books?

- May increase # of teacher preps
- More difficult for students coming from outside.
- 0 period option?
- More opportunities for fragmentation.
- How this fits on a calendar, i.e., winter break, start of school year?
- In an effort to save \$, FTE isn't enough to create flexible opportunities.
- Both allow Ace + Rem (acceleration & remediation?)
- 4 vs 3 – Teacher availability
- Breaks are constrained.
- Add “0” option for electives both morning/afternoon IHS option.
- Relationship piece suffers due to scheduling conflicts (12 weeks with 1 teacher, next 12 with someone else).
- Possibility of more prep required from teachers with less time to do it.
- Calendar fit is not ideal.

Ideas for Effective Transition

- Within-school collaboration time
- Across-school collaboration time
- Providing adequate training/development of new schedule implementation
- All the high schools should launch together – either next year or after a year of planning and transition.
- Extended contracts for teachers to prepare for the change.
- Fears/unsure of teaching 90-minute period from 45-minute period.
- Why are we being rushed to decide – teachers were brought in at the end.
- Where is student input?