

DMPS HIGH SCHOOL SCHEDULE PROPOSAL

Parent Information Meeting

Michael Vukovich, Director of High Schools
Kaitlyn Evans, District Scheduling Specialist

12/10/2018 and 12/11/2018



Think. Learn. **Grow.**

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Welcome



Schedule Committee Members

- Michael Vukovich – Director of High Schools
- Kaitlyn Evans – District Scheduling Specialist
- David Johns – Director of IB Schools
- Noelle Tichy – Executive Director of Teacher & Learning
- Paul Williamson – Lincoln HS Principal
- Sherry Poole – Hoover HS Principal

Schedule Committee Members

- Jessica Gogerty – Director of Central Academy
- Tascha Brown – Director of Central Campus
- Joe Blazeovich – Roosevelt HS Vice Principal
- Amber Graeber – East HS Instructional Coach, Roosevelt HS Teacher

Meeting Process (Part I)

Part I: Information about the HS schedule will be shared

- You have access to an online platform to ask any questions that you have during the presentation
- Or you may write your questions on the provided notecards and hand them to a committee member
- You have been given access to a feedback form (both online or paper options are available). Please complete this form as we go along and turn it in after the meeting.

Meeting Process (Part 2)

- There will be a short 5-minute break before Part 2
- During Part 2 of the meeting the committee will take time to answer the questions that have been submitted
- If we do not get to all the questions, we will continue to answer them on our webpage after the conclusion of the meeting

Why are we looking at changing the schedule structure?

- Implications of not changing
- Issues with current schedule
- Increase classroom interactions
- Improve student relationships
- Increase teacher utilization rates



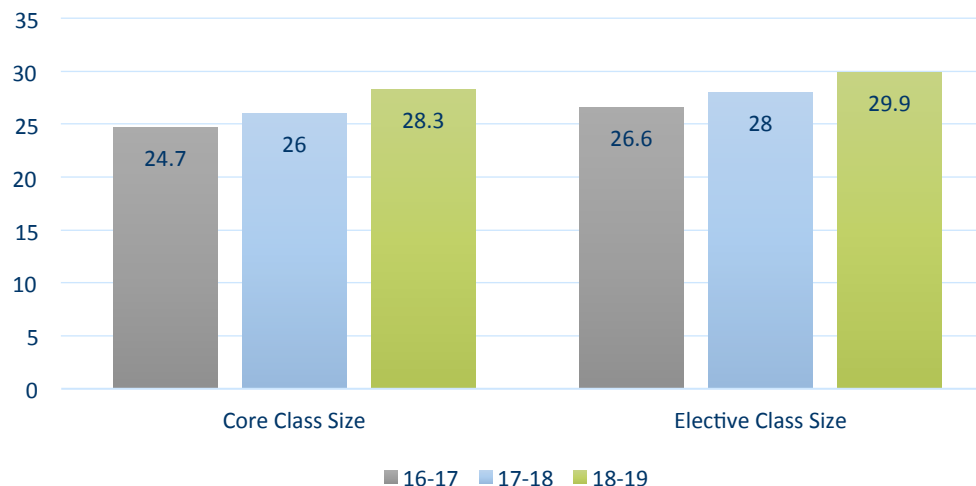
What happens if we don't change the schedule?

- Increased class sizes
- Increase in number of students with release time
- Forced release time for students who are on track to graduate
- Decrease teacher planning time (more teachers moving to teaching 7 of 8 classes)

What happens if we don't change the schedule?

- Increased class sizes
 - Budget cuts are a reality, regardless of the schedule
 - Class sizes have increased year-to-year, a trend that would continue without a change to the schedule

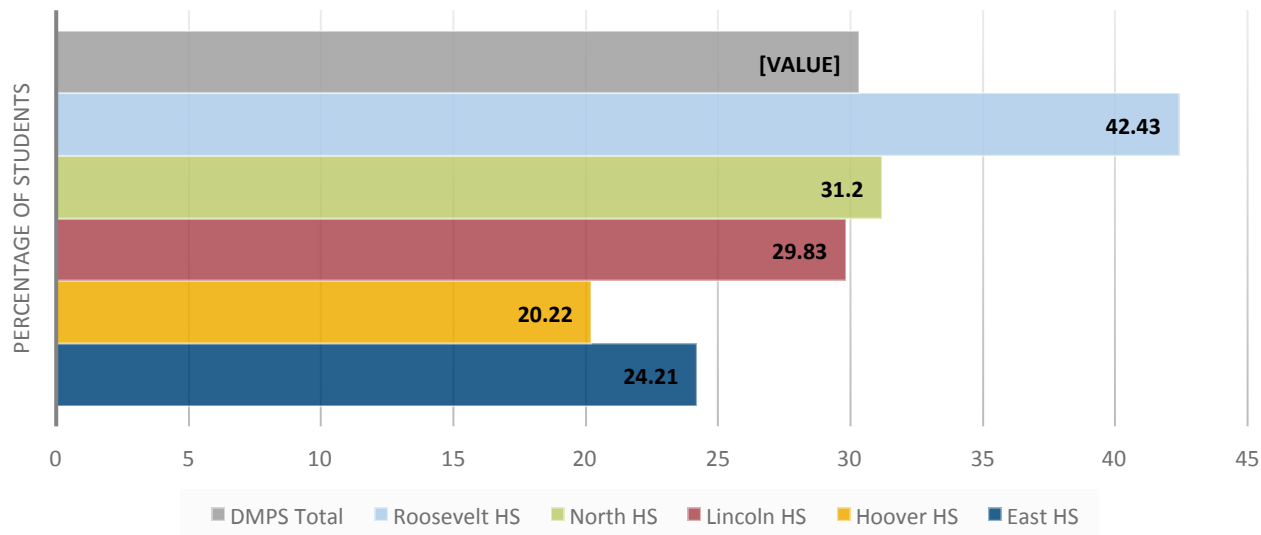
Average HS Class Size



What happens if we don't change the schedule?

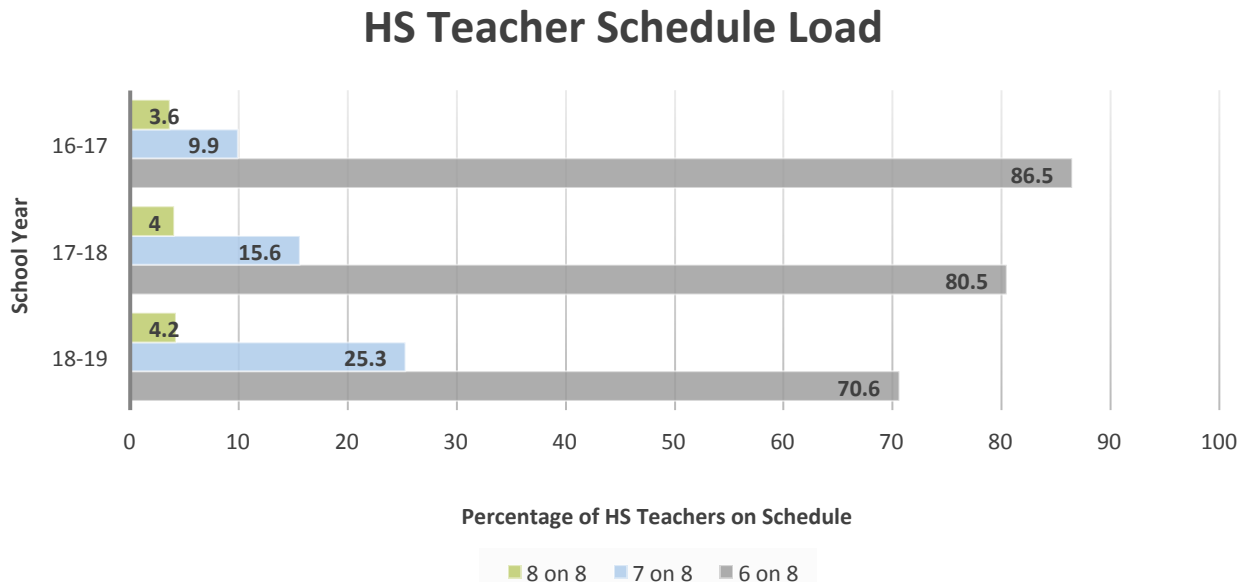
- Increase in number of students with release time
- Release time is the most requested course in each of the comprehensive high schools
- Forced release time for students who are on track to graduate will become more common in each of the comprehensive high schools

18-19 - Students With 1 or More Release Blocks



What happens if we don't change the schedule?

- Decrease in teacher planning time
 - While the majority of DMPS high school teachers currently teach 6 out of 8 classes, over the past three years, more teachers have been required to teach 7 out of 8 classes
 - Results in a decrease in planning time for those teachers
 - Due to the current budget reality, this trend will continue without a change in the schedule structure.



Why Change?

Issues With Current Schedule

- Negative impacts on student academic, social, and emotional development
- Not aligned with typical teenage attention span
- Lack of frequency of instruction
 - Impact of absences
- Students need 23 credits to graduate but have 32 opportunities to earn those 23 credits
 - Release time is most requested course in district
 - 30.34% (2008 students) of current high school students have one or more releases in their schedule



Why Change?

Increase Classroom Interactions



- More instructional minutes
- More frequent interaction between students and teachers in a classroom setting

Why Change?

Improve Student relationships

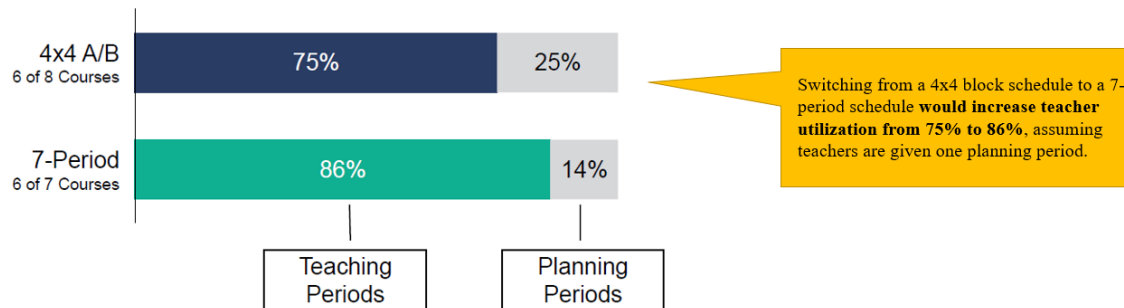


- Increase in frequency of interactions with teachers and peers
- More time in classes
- Social/emotional development of student

Why Change?

Increase Teacher Utilization

Switching from a 4x4 A/B schedule to a 7-period modified-block schedule increases DMPS teacher utilization by 11%.



*Analysis assumes that current class sizes would remain the same under the new schedule structure.



- In the current schedule, the majority of teachers spend 75% of their time teaching assigned courses. This means that at any given period in the schedule, 25% of the teachers in the building are on planning periods
- The proposed schedule would increase the number of teachers assigned to teach classes each period to 86%, meaning 11% more building teachers would be teaching each period
- A way to mediate the impact of budget cuts & staff reductions without increasing class sizes

The Process Thus Far

- History - changing the high school schedule is not a new issue for the district
 - Discussions about changing the current schedule began as early as 2010
 - EQ Committee and district leadership meet to discuss schedule options in 2012
 - Curriculum department meetings in 2015 to discuss possible benefits to changing the schedule
 - Scheduling consultant hired to review options in 2015
 - Possible schedule options mocked-up in 2017
 - DM Group hired to review master scheduling process and schedule options in 2017-2018

The Process Thus Far

- Committee convened in August to consider and evaluate potential schedule structure options
- Feedback obtained from the 5 DMPS comprehensive high schools, Central Campus, Central Academy, and middle schools.
 - Building administrators & district personnel
 - Building leadership teams
 - Teacher focus groups & committees
- Feedback obtained from students representing the 5 DMPS comprehensive high schools, Central Campus, and Central Academy
 - Student focus groups

Current Schedule Structure

- High schools are currently using an alternating A/B block schedule
- Students take 8 classes per semester, with 4 classes meeting each day
- Over a standard two-week period, students receive 425 minutes of instructional time per course



Current 8-period Block Schedule:

A Day	B Day
Period 1 (85 min)	Period 5 (85 min)
Period 2 (85 min)	Period 6 (85 min)
MTSS (35 min)	MTSS (35 min)
Period 3 (85 min)	Period 7 (85 min)
Period 4 (85 min)	Period 8 (85 min)

Proposed Schedule Structure

- 7-period modified block schedule
- Students take 7 classes per semester, with all 7 classes meeting three days a week and alternating two days a week for an extended class period
- Over a standard two-week period, students receive 460 minutes of instructional time per course



Proposed 7-period Modified Block Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 (45 min)	Period 1 (45 min)	Period 1 (50 min)	Period 1 (50 min)	Period 1 (45 min)
Period 2 (45 min)	Period 2 (45 min)	Period 2 (95 min)	Period 3 (95 min)	Period 2 (45 min)
Period 3 (45 min)	Period 3 (45 min)			Period 3 (45 min)
MTSS (35 min)	MTSS (35 min)	Period 4 (95 min)	Period 5 (95 min)	MTSS (35 min)
Period 4 (45 min)	Period 4 (45 min)			Period 4 (45 min)
Period 5 (45 min)	Period 5 (45 min)	MTSS (35 min)	MTSS (35 min)	Period 5 (45 min)
Period 6 (45 min)	Period 6 (45 min)	Period 6 (95 min)	Period 7 (95 min)	Period 6 (45 min)
Period 7 (45 min)	Period 7 (45 min)			Period 7 (45 min)

Side-By-Side of Current and Proposed Schedules

8-Period A/B Block vs. 7-Period Modified Block

Factor	Current Schedule	Proposed Schedule
Instructional minutes over standard two-week period	425 minutes	460 minutes
Instructional minutes over entire semester	3527.5 minutes	3820 minutes
Frequency of instruction over standard two-week period	Each class meets 5 days over standard two-week period	Each class meets 8 days* over standard two-week period *period 1 meets 10 days
Number of daily student transitions (passing periods)	4 daily transitions	7 daily transitions for non-block days, 4 daily transitions on block days
Teacher utilization rate	75% (teaching 6 of 8 blocks)	86% (teaching 6 of 7 blocks)

Implications of Current Schedule

- Students can earn up to 32 credits over four years of high school
- Students have only four classes to focus on each day
- There are fewer student transitions between classes



Implications of Current Schedule

- Lack of frequency of instruction for students due to the A/B day rotation
 - A single absence can result in a student not seeing a specific teacher for a week-long period between classes due to the schedule structure
- The length of class periods is not aligned with typical teenager attention span¹

1. How Long Can Students Pay Attention in Class? A Study of Student Attention Decline Using Clickers Diane M. Bunce, Elizabeth A. Flens, and Kelly Y. Neiles
Journal of Chemical Education 2010 87 (12), 1438-1443.

Implications of Proposed Schedule

- Increased instructional minutes for every class (from 425 minutes to 460 minutes over a standard two-week period)
- Increased consistency of student interactions each week
 - Student and staff interactions
 - Student and peer interactions
- Provides a way to mitigate the effects of budget cuts on class size by increasing teacher utilization
- Increase in planning time for teachers currently teaching 7 of 8 classes

Implications of Proposed Schedule

- Students may earn up to 28 credits over four years of high school, 4 fewer credits than current schedule
- Increased number of student transitions between classes
- Decrease in planning time for teachers currently teaching 6 of 8 classes

Equity Implications

- Equity for students
 - more instructional time and increased frequency of instruction will benefit all students, including marginalized student populations
- Equity for teachers
 - currently 1 in 4 teachers teach 7 out of 8 blocks, meaning they have one planning period every other day, resulting in half as much planning time as other teachers
 - the number of teachers in this situation will continue to increase without change in schedule

Side-By-Side of Current and Proposed Schedules

8-Period A/B Block vs. 7-Period Modified Block

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Feedback Received Thus Far

- Previous feedback given & evolution of proposed schedule
 - Surrounding district schedules considered
 - Focus on 7-period modified block option over other potential schedules
- Teacher feedback
 - suggestions considered and implemented, such as daily first period
- Student feedback through student focus groups



Next Steps



- Please submit questions via the online link or the available notecards
- We will take a short, 5 minute break to compile questions before Part II of the meeting, when we will answer frequently asked questions

Thank You!

- Please complete a digital or digital or paper feedback form. We are asking you to consider the following on this form:
 - Positives, or pros, of the proposed schedule
 - Negatives, or cons, of the proposed schedule
 - Additional questions you have about the schedule
- Thank you for attending this meeting to learn more about the proposed high school schedule