



Eugene School District Common Schedule



Why a Common Schedule?

- Student Learning
- Operations and Management
- Community and Parents



Student Learning

- Opens the door for students to take courses across the district
- Enhances our opportunity as a district to partner with the UO and LCC and provide our students with access to college course offerings
- Paves the way for improving articulation and sequencing of courses within schools and regions and across the district



Student Learning

- Provides students with an amount of instructional time and course load that is alike at each school
- Prevents gaps in learning for those transferring from one school to another
- Increases opportunities for teachers to collaborate



Operations and Management

- Reduces challenges to staff shared across buildings
- Eliminates inequities in teacher prep and planning time.
- Increases efficiencies in district operations
- Standardizes procedures



For Community and Parents

- Provides a clear, consistent picture of a high school student's day
- Results in standardized communications such as district calendars and reporting student progress



Work Group Findings



Key Question

- Which schedule will provide the optimal learning environment for all our students while eliminating inequities for students and teachers, and addressing our operational and financial constraints?



Work Group Members

- The work group represented:
 - All four high schools
 - Eugene International High School
 - Special Education
 - Eugene Education Options
- It included:
 - 17 teachers
 - 10 administrators
 - 3 counselors
 - EEA president
 - 1 outside facilitator
 - 3 district staff members



Work Group Approach

- Considered three different types of students over four years:
 - Typical
 - Needing additional support
 - Needing acceleration



Work Group Process

- Developed understanding of work group charge
- Determined decision-making process
- Identified schedule options
- Developed shared evaluation criteria



Work Group Process

- Analyzed options
- Identified possibilities and challenges
- Developed recommendation for Eugene International High School
- Developed initial recommendation for public input



Primary Evaluation Criteria

- Prepare students to be college and career ready
- Focus and rigor
- Flexible and engaging for students
- Sustainable (resources, workload)



College and Career Ready

- Allows for a rigorous course of study that all students can fully access
- Is flexible to provide both 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



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



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



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 (IHS, AP, and IB)
- Provides equity of offerings
- Allows students to be fully scheduled
- Provides flexibility of scheduling for choice



Additional Evaluation Criteria

- Provides consistency – no gaps in learning
- Builds collaboration
- Maximizes access to classes at other high schools and/or colleges
- Fosters relationships



Initial Schedule Considerations

- **2 x 4**
 - 2 terms
 - 4 classes per term
- **2 x 7**
 - 2 terms
 - 7 classes per term
- **4 x 4**
 - 4 terms
 - 4 classes per term
- **3 x 5**
 - 3 terms
 - 5 classes per term



2 x 7

While the 2x7 schedule has a number of positive qualities, it did not meet the criteria established by the Work Group:

- College and Career ready:
 - Acceleration – difficult to do
- Focus and Rigor:
 - Depth over breadth – many short classes problematic for many students
 - Many daily transitions
- Sustainable:
 - Large class sizes, high teacher load, high cost
- Flexible and engaging:
 - More difficult for students to advance at own rate



Current Schedule Considerations

- **3 x 5 schedule**
- **4 x 4 schedule**



Student Schedule

3 x 5 Schedule

- 5 (70-minute) classes/day
- 3(12-week) terms/year
- Could have different teachers for the same course
- Each class is 20% of a student's day
- Year-long electives possible

4 x 4 Schedule

- 4 (90-minute) classes/day
- 4 (9-week) terms/year
- Most classes are 18 weeks
- Each class is 25% of a student's day
- Year-long electives possible



Credits

3 x 5 Schedule

- 2.5 credits per trimester
- 7.5 credits per year
- 30 credits over four years

4 x 4 Schedule

- 4 credits per semester
- 8 credits per year
- 32 credits over four years



Teacher Schedule

3 x 5 Schedule

- Teach 4 out of 5 classes per day
- 70 minute planning period
- Average class size ~ 31.25 students
- 120 students/day

4 x 4 Schedule

- Teach 3 out of 4 classes per day
- 90 minute planning period
- Average class size ~ 33.33 students
- 90 students/day



Flexibility

3 x 5 Schedule

- Students have opportunities for fresh starts every 12 weeks
- 15 credit-bearing sections per year
- 5 classes per day
- Possible A/B period

4 x 4 Schedule

- Students have opportunities for fresh starts every 9 or 18 weeks
- 16 credit-bearing sections per year
- 4 classes per day
- Possible A/B period



Course Options

3 x 5 Schedule

- Provides students the opportunity to take a rich array of core and elective classes based on student need and interest
- More closely aligned with higher education schedule

4 x 4 Schedule

- Provides students the opportunity to take a rich array of core and elective classes based on student need and interest
- Less aligned with higher education schedule



Acceleration and Remediation

3 x 5 Schedule

- Can complete 7.5 credits in one year
- Cover 3 credits over 2 years
- Opportunities for additional support throughout the school year

4 x 4 Schedule

- Can complete 8 credits in one year
- Cover 2 credits over 1 year
- Possibility of graduating prior to senior year
- Opportunities for additional support throughout the school year



Eugene International High School

3 x 5 Schedule

- IHS can overlay with this schedule

4 x 4 Schedule

- IHS can overlay with this schedule



Timeline

- January 26 – Administrators
- February 6 – Teacher/
administrator work group
- February 13 – Work group
- February 21 – Work group
- February 23 – Work group
- February 29 – Work group



Timeline

- March 5–9 – Online survey
- March 5 & 7 – Public forums
- March 8 – Staff forum
- March 14 – Work group makes recommendation to Dr. Berman
- March 21 – Dr. Berman presents recommendation to board
- April 4 – Board decision



Timeline

- June 2012 – Professional development to facilitate schedule implementation
- September 2012 – Schools may implement new schedule
- September 2013 – All schools will implement new schedule