

HIGH SCHOOL SCHEDULE CRITERIA MATRIX

Four Terms - Four Periods (4x4)

	Advantages	Concerns/Minuses	Comments/Questions
<p>1. Meets the needs of each student to be college and career ready</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Opportunity for acceleration and remediation • Potential for open senior year – build your own program 		
<p>2. Provides focus and rigor</p> <ul style="list-style-type: none"> • Maximizes instructional time. Provides depth over breadth. • Provides a significant chunk of time to engage students. • Provides intentional teaching time, lessons, daily contact. • Supports ability of the teacher to provide just-in-time feedback. • Requires minimal transition times across days and year. 	<ul style="list-style-type: none"> • Schedule balanced, i.e., each term had two or three core courses • Longer blocks of time • 3 transitions, four classes at a time • Ability for student to pursue full IB 		
<p>3. Is sustainable</p> <ul style="list-style-type: none"> • 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. 			
<p>4. Provides for consistency</p> <ul style="list-style-type: none"> • 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. 			

	Advantages	Concerns/Minuses	Comments/Questions
5. Builds collaboration in order to - <ul style="list-style-type: none"> • Use data meaningfully to determine how to adjust instruction and curriculum. • Provide time to identify skills needed by students. • Provide districtwide time to discuss curriculum. • Provide time for professional development. 			
6. Is flexible and engages students <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Enough flexibility to minimize tracking • Time for student to “wake up” and “catch up”. 		
7. Maximize other classes at other high schools and colleges <ul style="list-style-type: none"> • Allows for alignment and collaboration with higher education to allow students into courses on college campuses • Includes College Now, possibly classes via Skype. 	<ul style="list-style-type: none"> • AP and college courses possible 		
8. Fosters relationships <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Allows for building of community 		
OTHER	<ul style="list-style-type: none"> • Good fit with IHS 		
Average Class size: 33.33			

HIGH SCHOOL SCHEDULE CRITERIA MATRIX

Trimester – Five Periods (3x5)

	Advantages	Concerns/Minuses	Comments/Questions
<p>2. Meets the needs of each student to be college and career ready</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Room for remediation and acceleration • You can repeat section in context of a year. • Student can take course again right away. • Good preparation for AP • Allows for assessment in core content areas • Three terms provides fresh starts for students. 		
<p>2. Provides focus and rigor</p> <ul style="list-style-type: none"> • Maximizes instructional time. Provides depth over breadth. • Provides a significant chunk of time to engage students. • Provides intentional teaching time, lessons, daily contact. • Supports ability of the teacher to provide just-in-time feedback. • Requires minimal transition times across days and year. 	<ul style="list-style-type: none"> • Class period is more than one hour • Daily student load five courses • Each trimester 3 to 4 core classes 		
<p>3. Is sustainable</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Manageable instruction time • 70 minutes good class length 		
<p>4. Provides for consistency</p> <ul style="list-style-type: none"> • 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. 			

	Advantages	Concerns/Minuses	Comments/Questions
5. Builds collaboration in order to - <ul style="list-style-type: none"> • Use data meaningfully to determine how to adjust instruction and curriculum. • Provide time to identify skills needed by students. • Provide districtwide time to discuss curriculum. • Provide time for professional development. 	<ul style="list-style-type: none"> • Encourages curriculum articulation • Supports curriculum continuity 		
6. Is flexible and engages students <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Keeps students engaged into senior year and with college opportunities 		
7. Maximize other classes at other high schools and colleges <ul style="list-style-type: none"> • Allows for alignment and collaboration with higher education to allow students into courses on college campuses. • Includes College Now, possibly classes via Skype. 	<ul style="list-style-type: none"> • Alignment with OUS system 		
8. Fosters relationships <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Relationships built over 2/3 of a year 		
OTHER			
Average class size: 31.25			

HIGH SCHOOL SCHEDULE CRITERIA MATRIX

Two Semester-Seven Periods (2x7)

	Advantages	Concerns/Minuses	Comments/Questions
<p>1. Meets the needs of each student to be college and career ready</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Allows for looping • Able to create block for extra support 		
<p>2. Provides focus and rigor</p> <ul style="list-style-type: none"> • Maximizes instructional time. Provides depth over breadth. • Provides a significant chunk of time to engage students. • Provides intentional teaching time, lessons, daily contact. • Supports ability of the teacher to provide just-in-time feedback. • Requires minimal transition times across days and year. 	<ul style="list-style-type: none"> • 50 minutes is better for some students to focus on subject 		
<p>3. Is sustainable</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 50 minutes doesn't seem too daunting for teachers and students 		
<p>4. Provides for consistency</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Less fragmentation over course of year • Consistency over year has positive impact on relationships 		

	Advantages	Concerns/Minuses	Comments/Questions
5. Builds collaboration in order to - <ul style="list-style-type: none"> • Use data meaningfully to determine how to adjust instruction and curriculum. • Provide time to identify skills needed by students. • Provide districtwide time to discuss curriculum. • Provide time for professional development. 			
6. Is flexible and engages students <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Short class periods keep students engaged • Flexibility in constructing master schedule 		
7. Maximize other classes at other high schools and colleges <ul style="list-style-type: none"> • Allows 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 <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Allows for student to go through ups and downs with same teacher 		
OTHER	<ul style="list-style-type: none"> • Accommodates IHS 		
Average Class size: 35			