

ISC COLLABORATIVE ANALYSIS OF SCHEDULE TYPES 1/9/18

Schedule #1: 7 period, 7/3/4/3/4, no rotation (current Paly schedule)

- **Pros**
 - “Absolution.” The C-Day absorbs any impact to the schedule (for example: MLK Day)
 - Keeps tests not on Monday for student learning/well-being
 - 23 C days this 2017-18 year (almost ½ of the 9.5-month school year)
 - Allows well for special schedule, student longer lunch days and weeks with a holiday
 - Consistent
- **Cons**
 - C days can cause test/quiz stacking (bad for student learning)
 - C days have many transitions between classes
 - Adjacent periods (when a class meets 2 or more days in a row, like 2,4,6 on days 1,2) can lead to HW stress
 - No late start times
 - Freshman and struggling students do not have access to enough supports with only 1 day of Tutorial each week
 - Not enough Tutorials
 - Lunch = inconsistent. Bad impacts re: Desired Outcomes 1a (“The schedule should help optimize student and staff well-being by minimizing potential stress, anxiety and negative health consequences linked to the structure of the school day”).
 - This schedule does not increase the amount of PLC/staff time
- **Suggested Improvements**
 - Add rotation to absorb impact of afternoon absences and student lateness (sports)

Schedule #2: 7 period, 4/3/4/3, half day rotation

- **Pros**
 - HW assigned one day will never be due the next day
 - On alternate weeks Advisory/Flex will meet 3 times a week, which is good for students who have differentiated learning styles
 - Non-TA’s are available during Advisory for students who don’t have Advisory
 - This schedule has more PLC/staff time per month
 - Good for staff with flexible schedules (1,2,4 & 5 always in morning; 3, 6, 7 always after lunch)
- **Cons**
 - No late start which was desired by students in the survey
 - No daily period for math and world language (skinny)
 - Half day rotation means athletes miss the same few classes each time
 - Schedule is not consistent for days of the week, so part-time teachers and students with after school activities would have trouble adapting

- **Suggested Improvements**

- More Tutorials per week. Only one Advisory per week.
- Have only Monday's rotate e.g. M (1,2,3,4) T (1,1,1,1) W (2,2,2,2) Th (3.3.3.3) F (4,4,4,4)
- Later start
- Add a "C" day?

Schedule #3: 7 period, 4/3, no rotation

- **Pros**

- Frequency of teacher/student meeting times over 2 weeks (5 times over 10 school days)
- Some of the same pros as schedule 2
- Adv & Flex once a week allows for more support & bonding. Simple, fairly consistent
- This schedule has more PLC/staff time per month than our current schedule

- **Cons**

- Difficult for part-time teachers and/or teachers who work at 2 different schools
- Does not meet evenly over the course of one week which may further test stacking to avoid splits over the weekend
- Too many advisories; some weeks with 3, some 2
- No rotation
- No late start option (late start was supported in survey)

- **Suggested Improvements**

- Have Advisory once a week, rest Tutorial
- Have only Monday's alternate e.g. M-EO T-EE W-OO Th-EE F-OO
- Can we design Advisory so every grade meets in Advisory 1x/week with their TA?
Future discussion outside our work. (New Trier HS model)

Schedule #4, Version A: 7 period, 4/4/4/4/3/4/4/4/4/3, no rotation, Period 1 skinny

- **Pros**

- 1 per week late starts
- Lunch at same time everyday
- Long early a.m. PLC time for staff supports interest in morning collaboration, weekly PLC and a late start for students
- 3 short Tutorials better from RTI standpoint than 2 long Tutorials (shown in version B of this schedule)
- Skinny period good for world languages
- Keeps the days of the week the same – same periods on same days of the week except Friday

- **Cons**

- Day without 1st period not consistent if you lose a day (ex. MLK day)
- End of day PLC meetings too short

- Students always have 1st period at the start of the day (research shows good to alternate this)
 - Logistically hard to teach same subject in a block and not block in the same day (testing problem)
 - Either brunch or lunch will be at a different time on Friday
 - I'm confused by skinny and impact on master schedule
- **Suggested Improvements**
 - Late start might be better in middle of week, e.g. Wed.
 - Late start might be better on Monday
 - Change days 6-9 to match 1-4 so M-Th is always the same – better for part-time teachers and students with after school activities

Schedule #4, Version B: 7 period, 5/4/5/4/3/4/5/4/4/3, no rotation, Periods 1 & 7 skinny

- **Pros**
 - Offers 2 (non-block) class slots that meet every day (language, math)
 - This schedule has more PLC/staff time then currently
 - 1 day late start
 - 2 Tutorials a week
- **Cons**
 - Different (late) lunch periods may cause lack of student focus on late lunch days and bad for kids/teachers who have to eat at a consistent time for medical reasons
 - If: the schedule starts at the same time every day then: Monday's, etc., end at different times depending on the week, which would limit after school or athletic activities, raise stress. If: the schedule ends at the same time every day then: different start times, regardless of tweaks, will have either different start or end.
 - On 2 days a week school ends at 3:55 p.m. with no attendant late start – much longer days
- **Suggested Improvements**
 - Have 1 meet T-F so that the days are more consistent (i.e. no 3 period days)

Schedule #5, 7 period 5/3/5/3/5, full day rotation, each course with 1 skinny per cycle

- **Pros**
 - Each class meets 3 times a week which supports what teachers want and supports student learning via meeting time and tutorial time and spread.
 - It has a 2 day late start which is supported by student research/survey
 - Full day rotation – this is supported by parent focus groups. It also is helpful to athletes who don't have to miss the same class when they go for games
 - Allows afternoon classes to be consistent for athletes
 - Periods 1,2,4 & 5 all in morning. Optimizes well-being of flex schedule staff

- Alignment with Gunn
- This schedule currently has more PLC/staff time than currently.
- **Cons**
 - It's hard to accommodate holidays, PD days, test days, etc. There's no way to avoid having a period that has to meet 3 days in a row (per 6).
 - There's a 4-day gap in the meetings
 - Math and language cannot meet every day as supported by external research
 - Student athletes may have trouble with missing their last period which changes 3 times
 - Three 5 period days against Desired Outcomes 1a ("The schedule should help optimize student and staff well-being by minimizing potential stress, anxiety and negative health consequences linked to the structure of the school day).
- **Suggested Improvements**
 - Is it a 5-day week or a 5-day rotation?

Schedule #6: 8 period, 4/4/4/4, no rotation, mandatory free period

- **Pros**
 - A prep teaches independence
 - Students having a maximum of 3 prep periods could have positive consequences
 - Classes meet 2.5 per week, which is the preference for teachers and students on the survey
 - No adjacent periods → reduced HW stress
 - Doubles PLC/staff meeting over current schedule
 - Late(ish) start 2x week allows more sleep for students which is supported by research as promoting student health
 - All classes are blocked, avoids teacher difficulty of teaching block and non-block on the same day
 - Two x tutorials
 - Somewhat late start on 2 days
- **Cons**
 - This schedule is problematic for part-time teachers and students who have after school activities on certain days of the week because what classes are on what days is not consistent
 - However, classes are always in either the morning or the afternoon so flex staff might be ok
 - 30 minute increments of PLC/staff are not enough time to discuss/share best practices
 - Staff/PLC meeting 4 times a week - may be too much time spent in meetings
- **Suggested Improvements**
 - It would help students if they could choose when their mandatory free period (prep) was/which period it is.

- Instead of “Staff” in pm, alternate PLC and staff in am to shorten the day
- Have only Monday’s rotate e.g. M 1,2,3,4 T 1,1,1,1 W 2,2,2,2 Th 3,3,3,3 F 4,4,4,4
- Longer PLC time and less staff meeting time. Reduce number of meetings and make them longer

Schedule #7, Version A: 5 period, 4/4/4/4/4/4/4/4/4, no rotation, switch 3 courses at semester

• **Pros**

- More student/teacher time potentially improving learning opportunities, building relationships, potentially improving campus culture
- Athletes won’t miss the same class for games potentially
- Longer meeting times for students and teachers would be more productive (i.e. C days don’t allow for a lot of interaction because meeting time is so short, same for staff and PLC)
- 1 semester AP classes can be accommodated
- Gives the option to do a certain class over one year instead of in one semester which could be too much for some classes
- Tutorial twice a week
- More opportunities per year for students to earn credits (8 classes vs. 7 now)
- Students (and teachers) focus on 4 (or 3) class periods at a time (might relieve some homework/study/grading pressures)
- Teachers can teach a course 2 full times in a year (new teachers get more experience with content/curriculum)
- Students meet 5x a week

• **Cons**

- AP Econ, our only 1 semester AP would be a quarter. Same with other semester courses. How does that affect student learning?
- Inconsistent lunch times could have negative consequences
- Could face issues with fitting all the APs and other classes that want to be year-long into periods 4 and 5
- Issue with part-time teachers and teachers who work at 2 sites
- No rotation
- APs cram so much info, students would struggle if that was jammed into a semester
- AP classes that are taken Fall semester may not have a test until Spring
- AP classes taken in the Spring with a test in the Spring have less time to prepare (for example AP Bio tests early May usually)
- AP classes tend to feel (even more so) that there is a lot of content to cram into a small amount of time
- Students could potentially have homework for 4 classes each night that would be due to the following day (so maybe this would cause more stress surrounding homework load...)
- Teachers that teach multiple sections of the same class on odd and even days don’t

have 2 days of lessons planned in advance (as we do now). It would be a new lesson each day.

- **Suggested Improvements**

- Late start 2x/ week (tweak length of periods)

Schedule #7, Version B: 4 period, 4/, no rotation, switch all courses at semester

- **Pros**

- Meeting 5x a week provides an opportunity for teachers to develop a deeper relationship with students
- Allows students to “retake” a class 2nd semester and may have the potential to lessen the achievement gap because of it
- Students see each other in class 3x a week which may improve/grow student relationships and campus culture
- Tutorial
- More opportunities per year for a student to earn credits (8 classes vs. 7 now)
- Students (and teachers) focus on 4 (or 3) class periods at a time (might relieve some homework/study/grading pressures)
- Teachers can teach a course 2 full times in a year (new teachers get more experience with content/curriculum)
- Students meet 5x a week

- **Cons**

- Large HW load
- Lack of choice on when to do HW because it can be assigned and due the very next day
- For subjects that require frequent practice (i.e. language and music). Students would have gaps in practice
- APs in a semester would be a struggle for student learning
- This is not reflective of a college-preparatory environment.
- With no rotation, athletes miss same class consistently
- 1st semester is shorter than second semester 1st – 84 days, 2nd – 96 days
- 30 min PLC/staff not enough time to share/discuss best practices
- AP classes that are taken Fall semester may not have a test until Spring
- AP classes taken in the Spring with a test in the Spring have less time to prepare (for example AP Bio tests early May usually)
- AP classes tend to feel (even more so) that there is a lot of content to cram into a small amount of time
- AP Econ, our only 1 semester AP would be a quarter. Same with other semester courses. How does that affect student learning?
- Students could potentially have homework for 4 classes each night that would be due to the following day (so maybe this would cause more stress surrounding homework load...)
- Teachers that teach multiple sections of the same class on odd and even days don't

have 2 days of lessons planned in advance (as we do now). It would be a new lesson each day.

- **Suggested Improvements**
 - Late start on Friday (or 1x/week any day)

Schedule #8: 7 Period, 8/6/8/6, Modular

- **Pros**
 - This is a flexible schedule because there are some short and some long periods
 - This schedule provides flexibility to personalize student support and learning
 - This schedule provides additional PLC/collaboration time per month compared to current schedule
 - This schedule allows more frequent Tutorial and Advisory per month
- **Cons**
 - This schedule does not allow for “special days”
 - There is no way to insure 50 min periods across the board (skinny periods) are occurring; the research recommends block periods for some classes
 - This schedule would be difficult for schedule-makers to slot students. Would require training.
 - Inconsistent lunch goes against Desired Outcome 1A (“The schedule should help optimize student and staff well-being by minimizing potential stress, anxiety and negative health consequences linked to the structure of the school day”).
 - This can be solved with a tweak to when Flex meets
 - Some weeks will have Advisory twice
 - Not enough Tutorial (build in more days)
 - No late start
- **Suggested Improvements**
 - None

Schedule #9: 7 period, 4/4/3/4/4, Innovative Day, Period 7 skinny

- **Pros**
 - This schedule is flexible and fits well with allocating personalized support and has the potential to deepen relationships depending on the initiatives given
 - Works well for weeks with a holiday or special student activity
 - No adjacent classes other than 7th
 - Depts. who prefer shorter per. and meet more frequently
 - Has the potential to reduce stress by making innovative activities not about homework.
- **Cons**
 - Only 1 long day of Tutorial instead of spreading it out

- Teachers cannot enforce policy; therefore, the innovative activities may be underrepresented, like Flex now
 - Having Tutorial/Advisory on only one day does not ensure help for all students across the week
 - This schedule would reduce class time from 230 → 200 minutes? (13% less)
 - How much should be gained back in a structures innovative day?
 - From 1 on 1 appointments?
 - Attendance has to be taken at least once on Wed to get enough minutes
 - Long gaps between class meetings (only meet 2x a week)
 - Very difficult to teach the same material in less time
 - There is a chance that the innovation doesn't work (e.g. students don't take it seriously)
 - No late start possibility
- **Suggested Improvements**
 - Maybe move the innovative blocks throughout the week/different days
 - The good thing about Wednesday is people won't cut the day for a long weekend. But, good if it could be moved to another day for a special event for example
 - Helps with hump day

Questions for the Auditor:

- Confirm pure Advisory block doesn't count for instructional minutes
- Need to check in on how mandatory free periods work for instructional minutes – look at AB 1012 about free periods
- Will the Innovative Day count for “minutes”?