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ASSOCIATION OF WASHINGTON
SCHOOL PRINCIPALS

Improving Equity and Excellence with Strategic School Scheduling

Professional Development Webinar

May 1, 2019



District Management Group | Helping Schools and Students Thrive

Sponsoring organizations of today's webinar



Washington Office of
Superintendent of Public
Instruction (OSPI)



Washington Association of
School Administrators
(WASA)



Association of Washington
School Principals (AWSP)

Welcome to today's presenter, Nathan Levenson.

Nate Levenson

Managing Director, District Management Group

- Over the past decade, Nate has led efforts to improve equity and outcomes for all students in nearly 200 districts across 25 states
- Former Superintendent of Arlington Public Schools (MA)
- Former School Board Chair of Boxford Public Schools (MA)
- Former CEO, North American Industries

Author of:

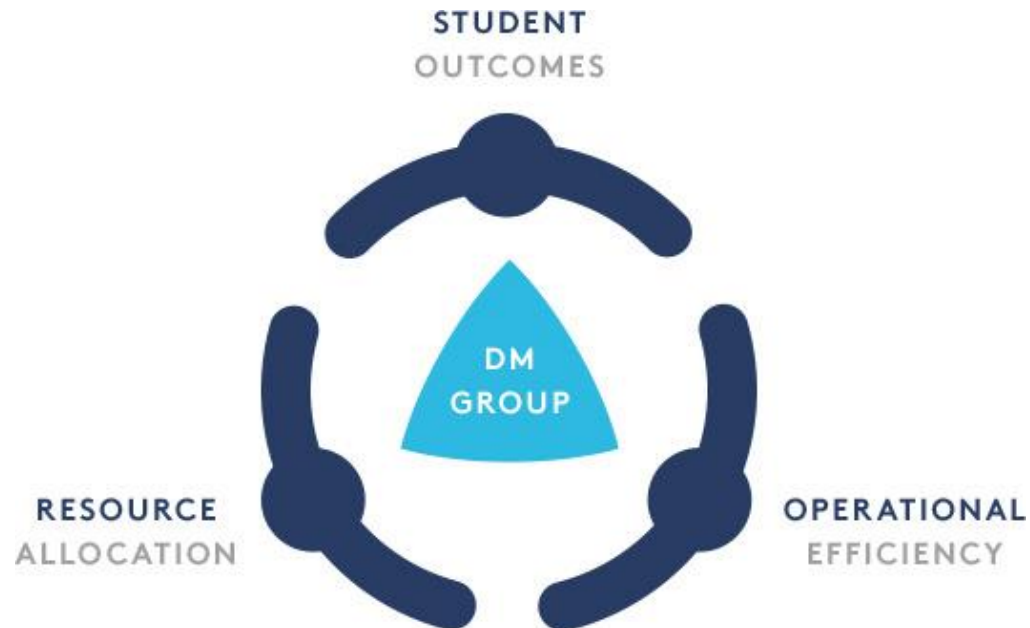
- "Making School Scheduling More Strategic"
- *A Better Way to Budget: Building Support for Bold, Student-Centered Change in Public Schools*
- "Improving and Expanding Social, Emotional, and Behavioral Supports: 10 Best Practices"



District Management Group's (DMGroup) mission is to achieve systemic improvement in public education.

DMGroup's Mission

DMGroup was founded in 2004 to help school districts address their most pressing and important challenges.



DMGroup membership and client services are underpinned by three key aims: raise student achievement, improve operational efficiency, and allocate resources more effectively.



Agenda

Why Scheduling Matters, A Lot

Elementary Best Practices

Secondary Best Practices

Improving the Scheduling Process

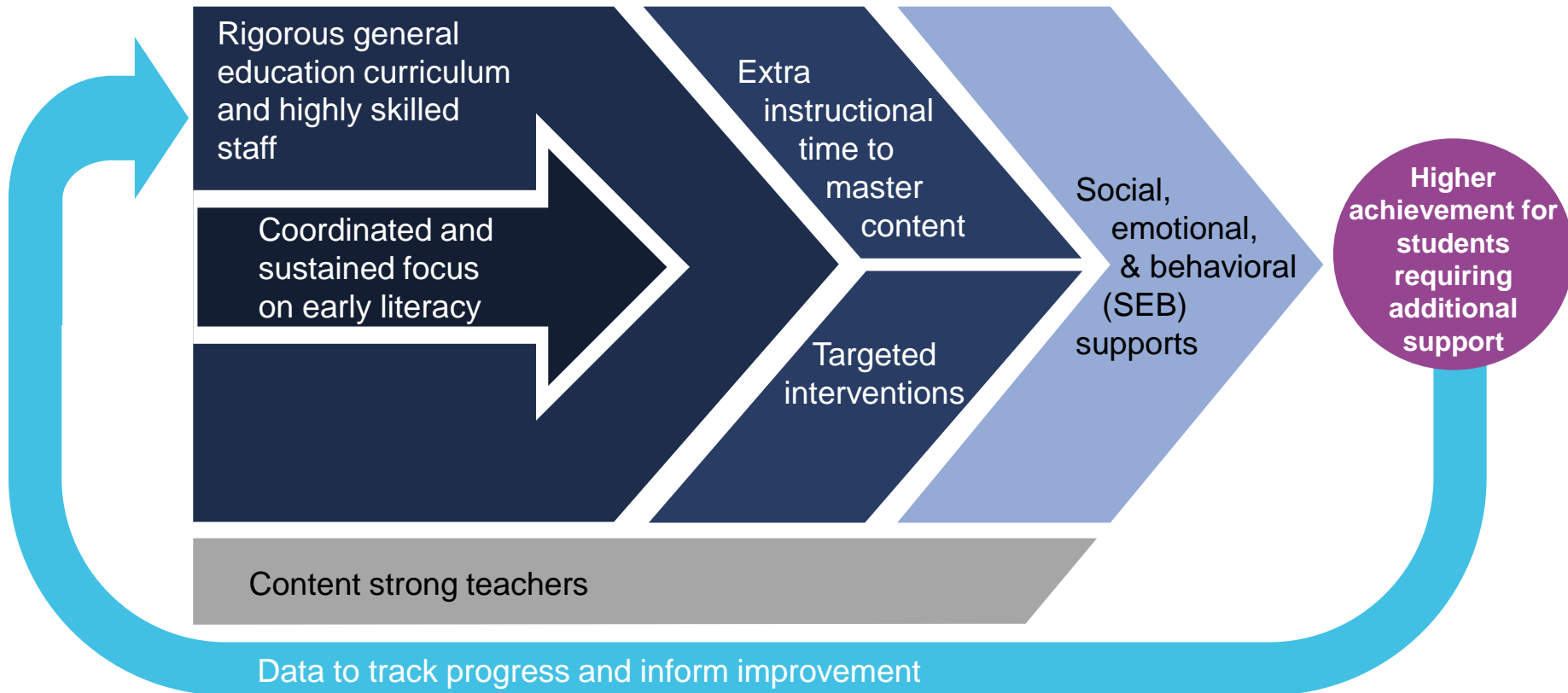
Learn More

Q & A



Seven interconnected best practices help all students who are struggling to achieve at high levels in a cost-effective manner.

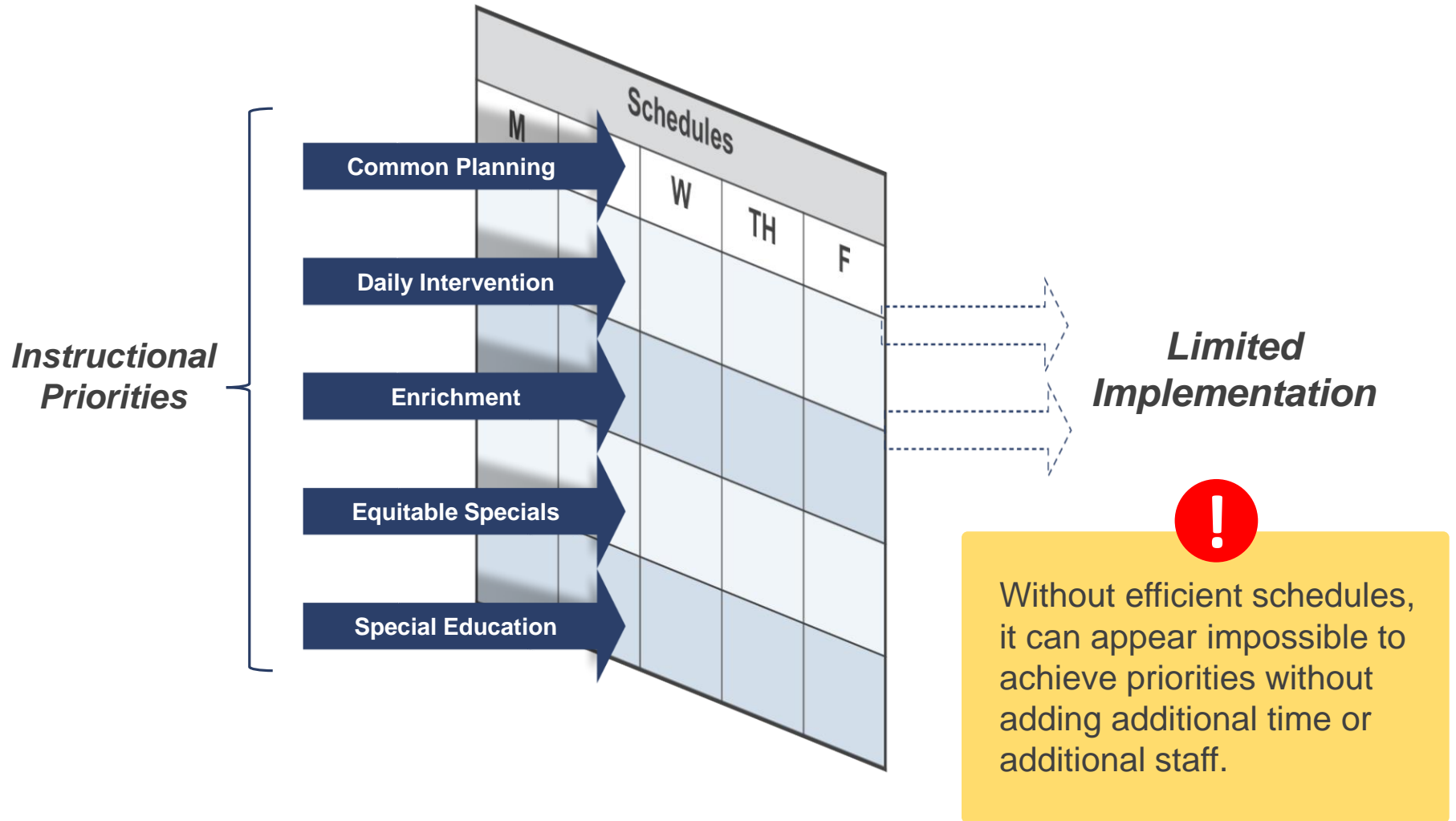
DMGroup Framework for Supporting Struggling Students*



*Note: Struggling students is defined as students with IEPs for mild-to-moderate disabilities and students who struggle academically, however do not have an IEP.



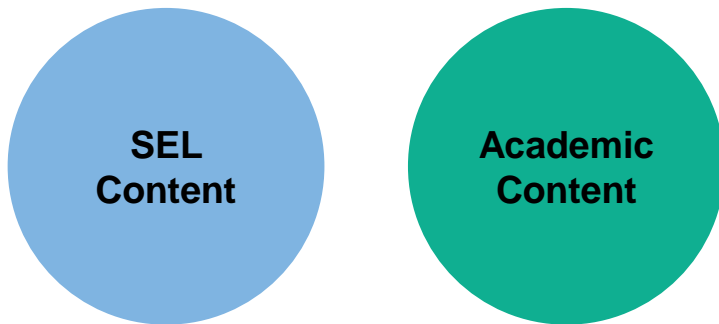
Schedules can be a barrier to teaching and learning best practices.



Explicitly teaching social-emotional learning is a key part of supporting students' ability to access core content, but when?

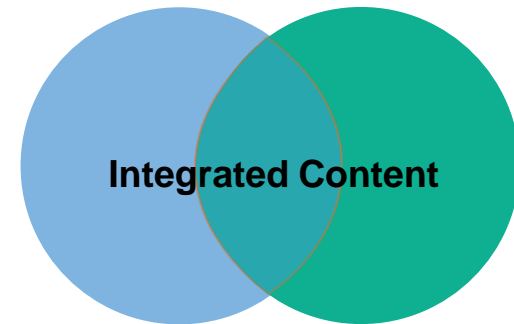
Incorporating Explicit and Integrated Instruction

Direct SEB Instruction



- ✓ Easily lends itself to a full curriculum
- ✓ Fits well in K-8 grades
- ✓ Important for high-needs students

Integration into Regular Content



- ✓ Allows teachers to exercise creativity
- ✓ Fits well with subject-based model of high school

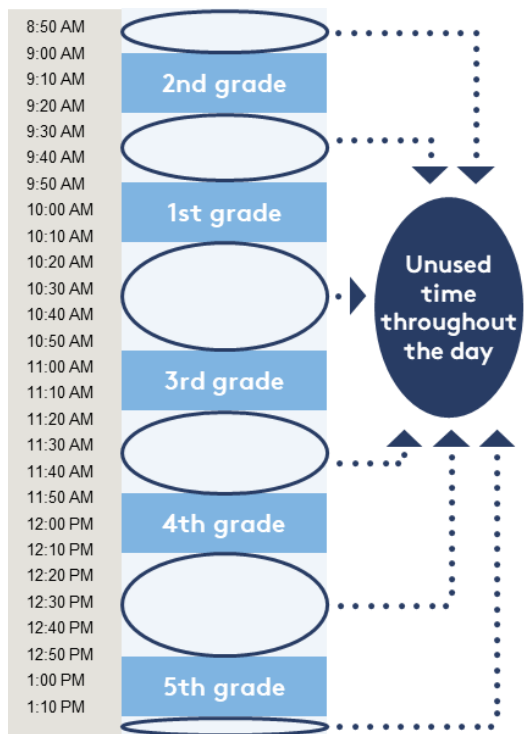
Source: Education First, Social Emotional Learning: Why Students Need It. What Districts are Doing About It.



Scheduling also impacts budgets.

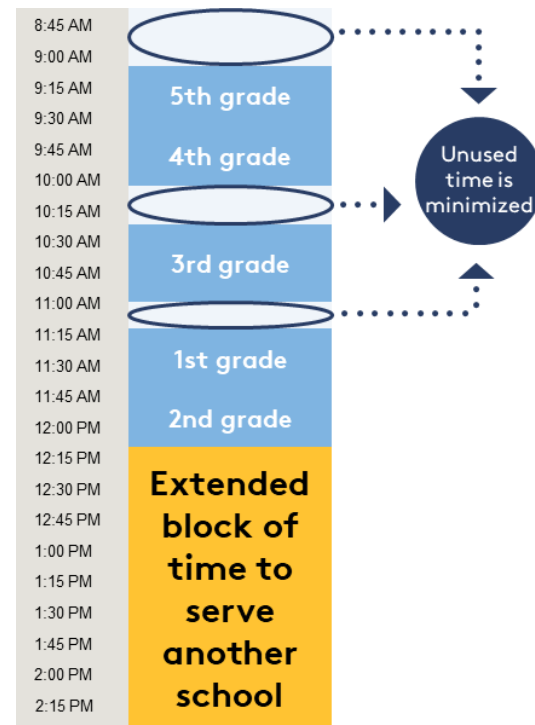
Best Practice: Efficient Scheduling to Maximize Time

Typical Practice



Inefficient specials schedules result in large blocks of time throughout the day when specials teachers aren't working with students

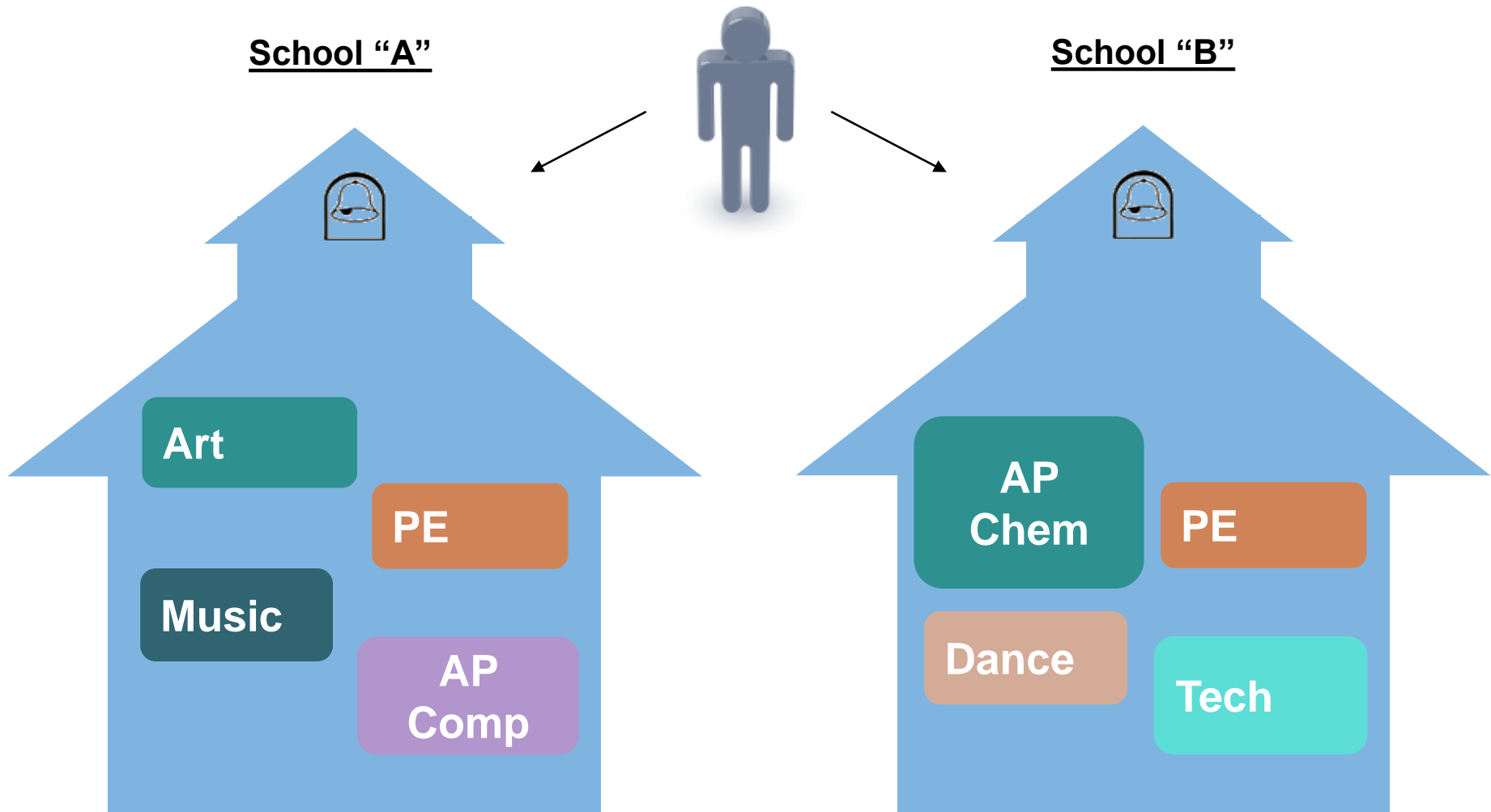
Best Practice



Schedule specials back-to-back, creating opportunity for a specials teacher to travel to another school or provide more services, like covering recess



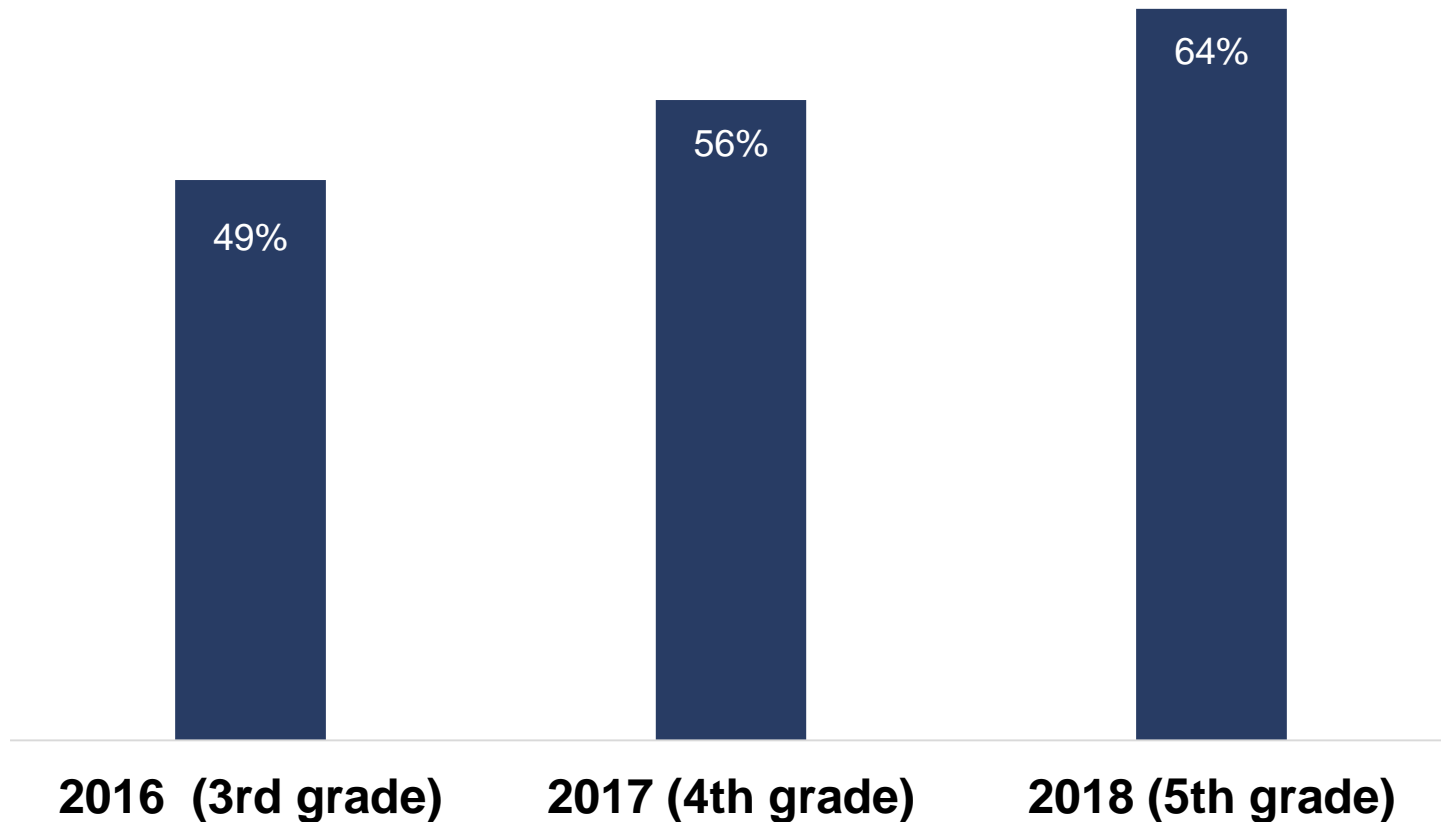
Course and elective offerings should be determined by student need and school priorities, not by history. Scheduling is an equity issue.



Better scheduling can lead to better achievement!



Percent of Students Developing, Proficient and Distinguished (Levels 2, 3 & 4) on the Georgia Milestones Assessment System.



*“I love my
schedule”*



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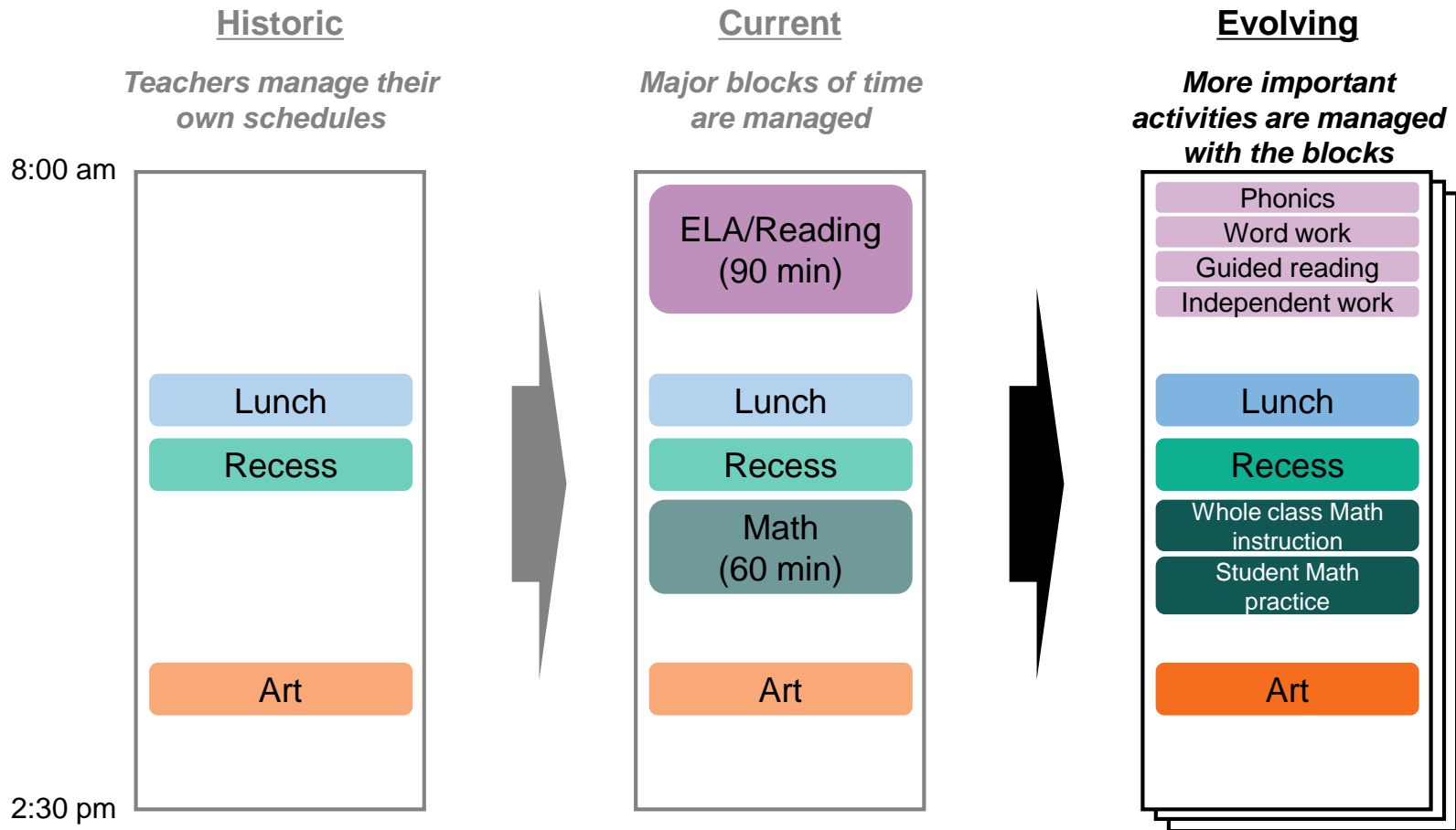
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Q & A



Making the most of student time will require providing more detailed guidance of the use of time.

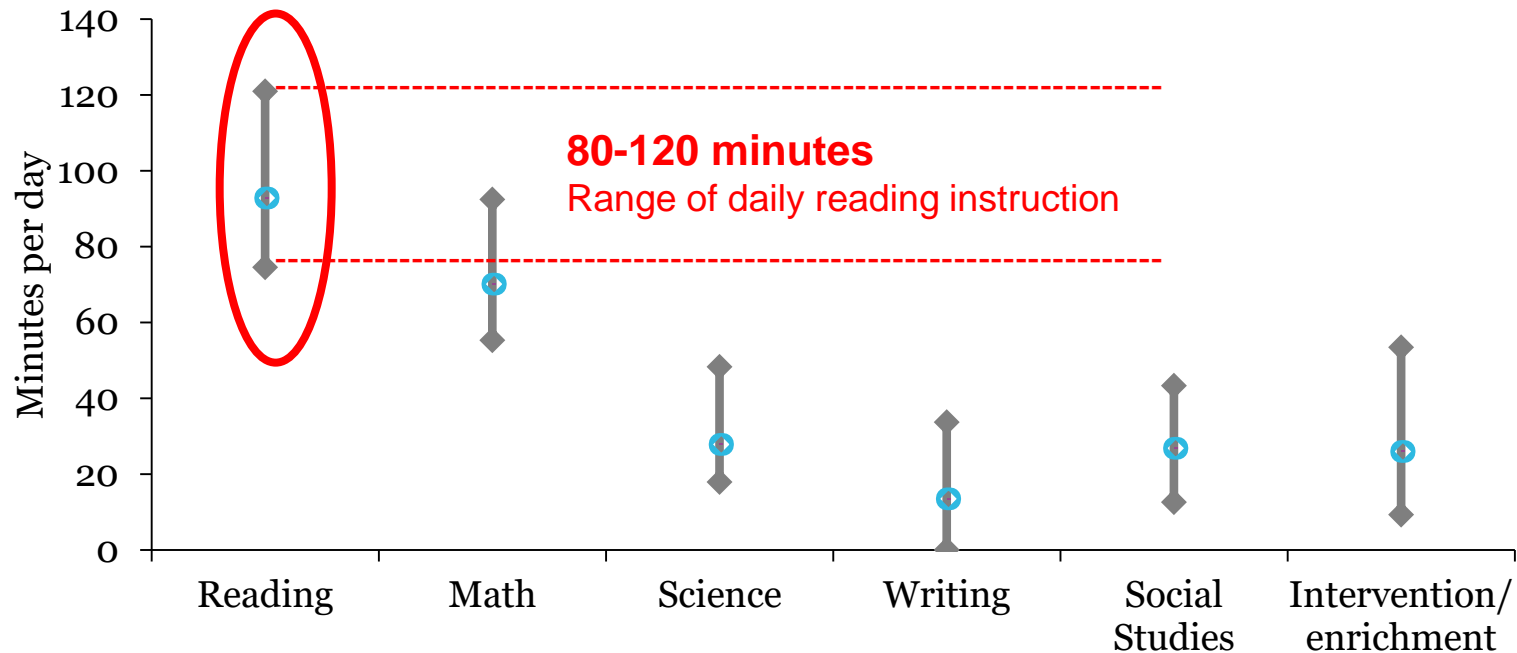
Evolution of master scheduling



DMGroup's analysis showed that students received a different number of minutes of instruction, depending on which school they attended.



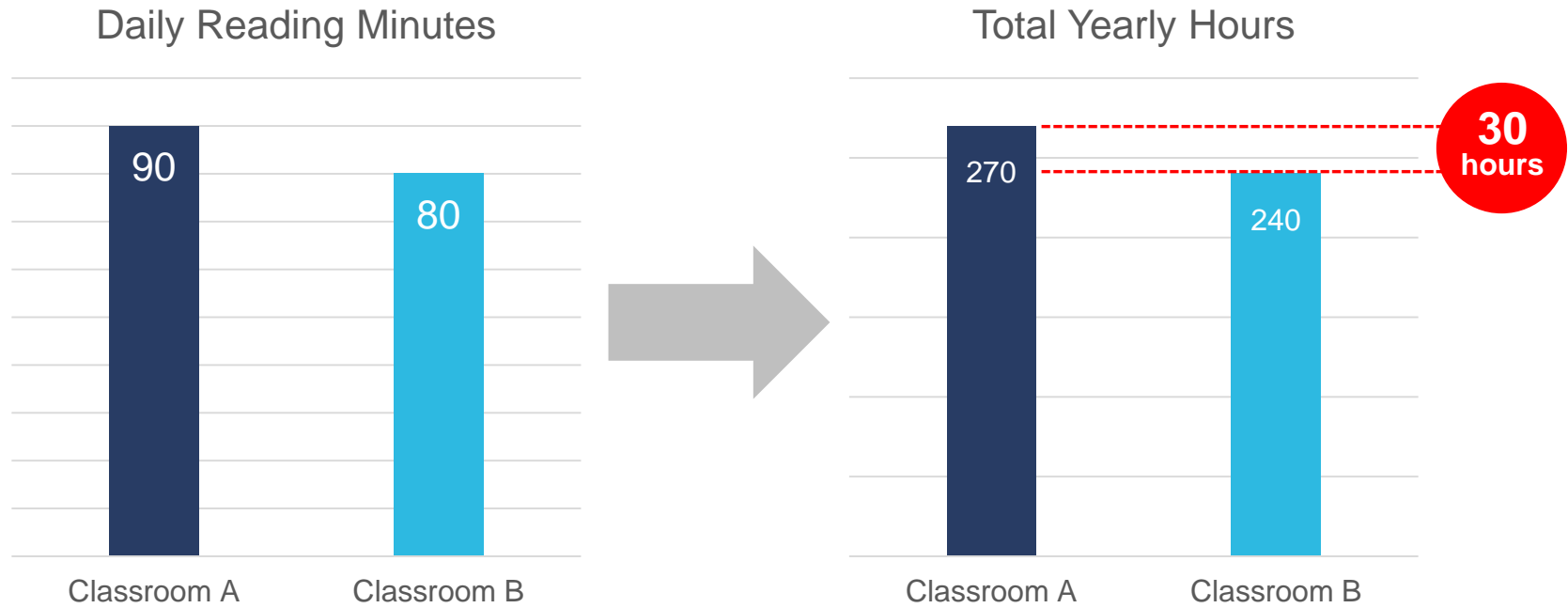
Variation in Uses of Time at BCSC Elementary Schools by Subject



A difference of **40 minutes** per school day amounts to **90 fewer days** of Reading instruction during the school year.

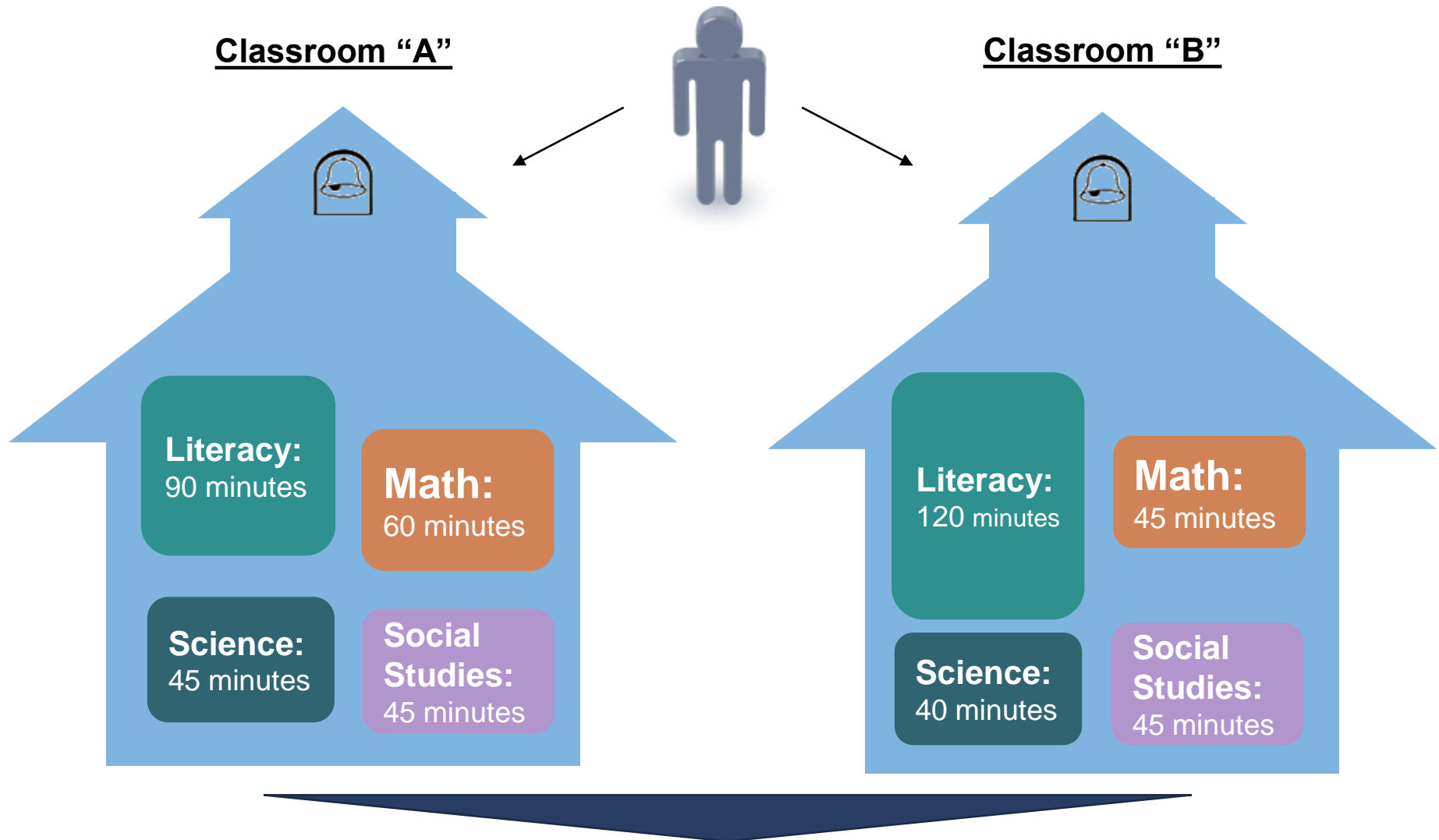


Small daily differences can become large gaps in instruction across a school year.



A difference of **10 minutes** per school day amounts to **22 fewer days** of reading instruction during the school year.

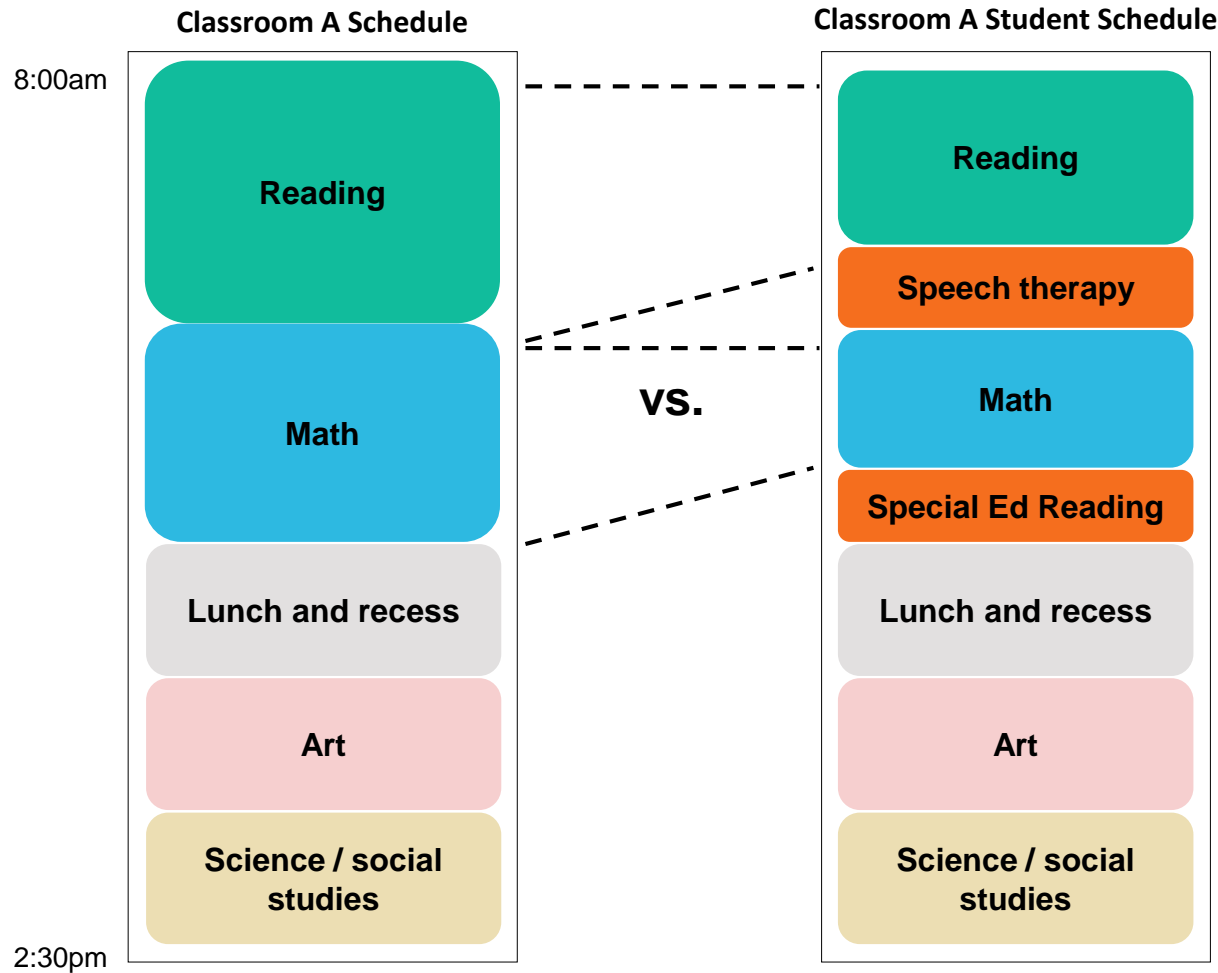
Setting a minimum for instructional minutes can ensure that students are receiving equitable time on core subjects across classrooms.



Regardless of classroom assignment, a student should experience similar instructional time

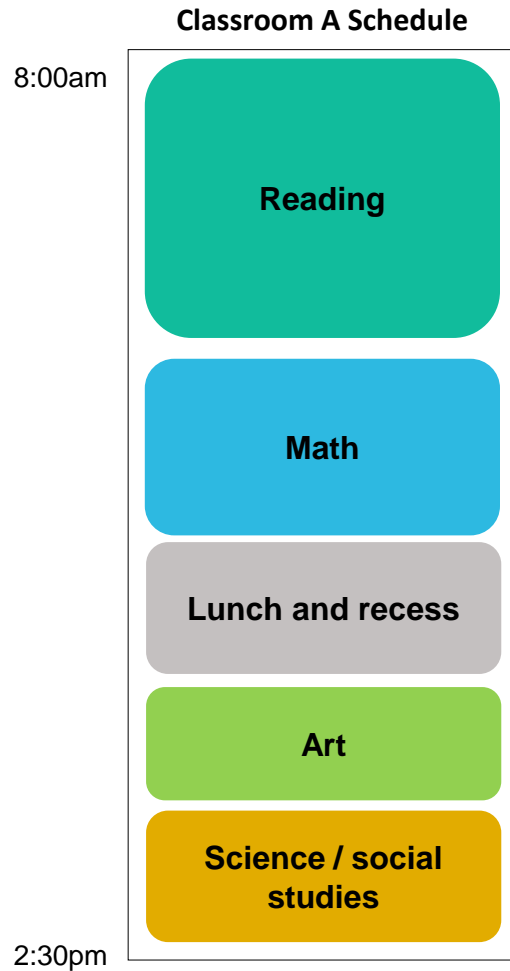


A need for more support may sometimes result in less overall instruction.

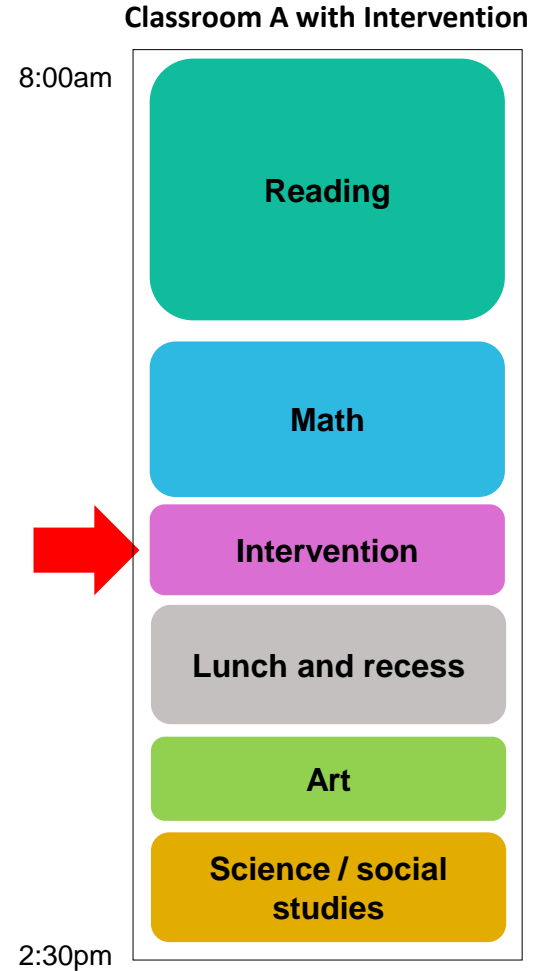


Struggling students often receive **less** core reading and math than the typical student.

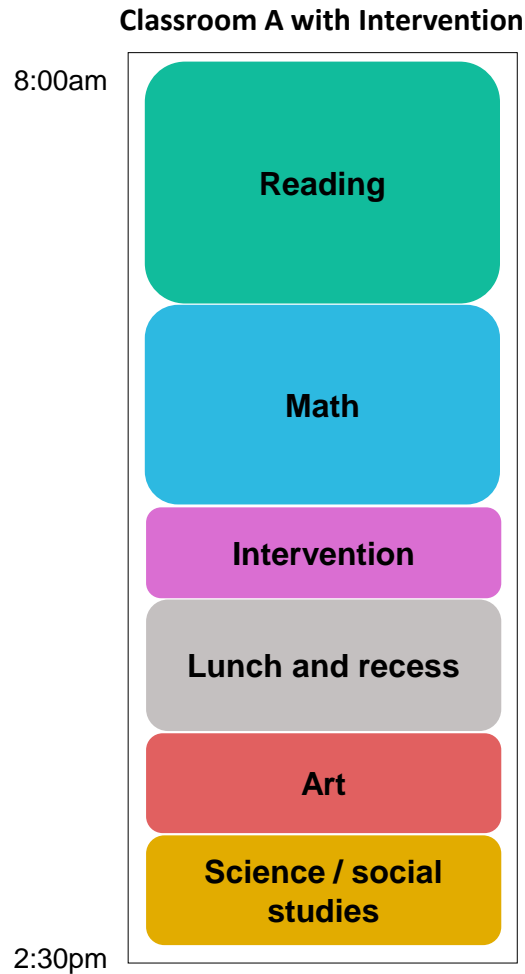
Create daily intervention and enrichment opportunities for students.



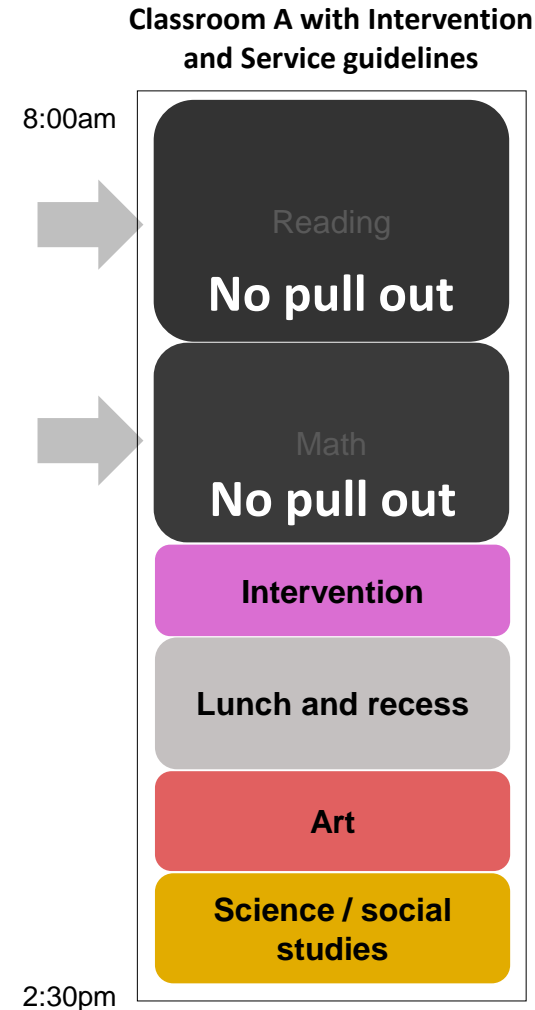
Add a daily Intervention block to provide **a dedicated time** for support services.



Ensure students receive their core instruction by creating guidelines for push in and pull out service opportunities.



Safeguard
reading and
math instruction
from pull out
services.



Staggering intervention throughout the day ensures expert staff are available to work with groups of students in each grade.

Staggered Intervention

	K	1	2	3	4	5
8:00am	8a - 9:30a English Language Arts	8a - 8:45a Specials	8a - 8:45a Intervention/Enri	8a - 8:45a Science	8a - 9:45a English Language Arts	8a - 9:45a English Language Arts
9:00am		8:45a - 9:30a Intervention/Enri	8:45a - 9:30a Specials	8:45a - 9:30a Social Studies		
10:00am	9:30a - 10:15a Specials	9:30a - 10:45a Math	9:30a - 11a English Language Arts	9:30a - 10:15a Intervention/Enri	9:45a - 10:30a Social Studies	9:45a - 10:30a Social Studies
	10:15a - 11a Intervention/Enri			10:15a - 11a Specials	10:30a Lunch	10:30a Lunch
11:00am	11a - 12:15p Math	10:45a - 12:15p English Language Arts	11a - 11:30a Science	11a Recess	10:55a Recess	10:55a Recess
12:00pm	12:15p Recess	12:15p Lunch	11:30a Recess	11:20a Lunch	11:15a - 12:30p Math	11:15a - 12:30p Math
	12:35p Lunch	12:40p Recess	11:50a Lunch	11:45a - 1:30p English Language Arts		
1:00pm	1p - 1:45p Writing	1p - 1:30p Science			12:30p - 1:15p Specials	12:30p - 1:15p Intervention/Enri
2:00pm	1:45p - 2:15p Science	1:30p - 2p SS	1:30p - 2:15p Writing	1:30p - 2:45p Math	1:15p - 2p Science	1:15p - 2p Science
	2:15p - 2:45p SS	2p - 2:45p Writing	2:15p - 2:45p SS		2p - 2:45p Intervention/Enri	2p - 2:45p Specials

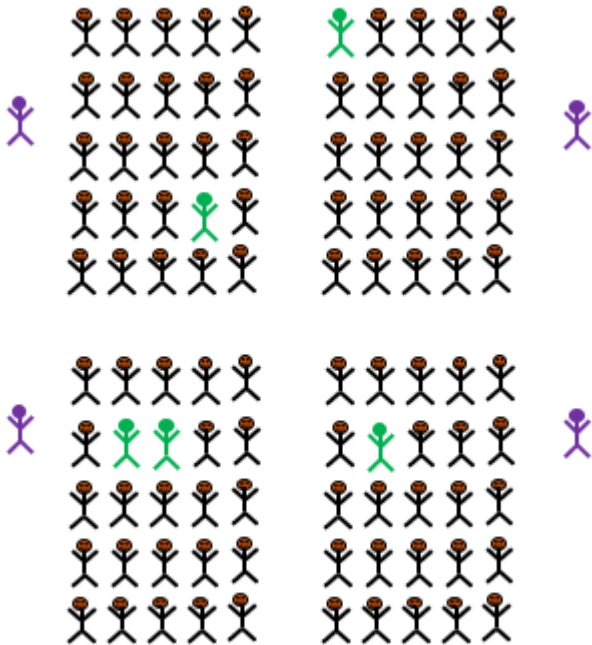
- Targeted support to students grouped by need in each grade
- Support provided by expert staff to highest need students in each grade



Scheduling intervention at the same time across a grade allows interventionists to flexibly group students by need.

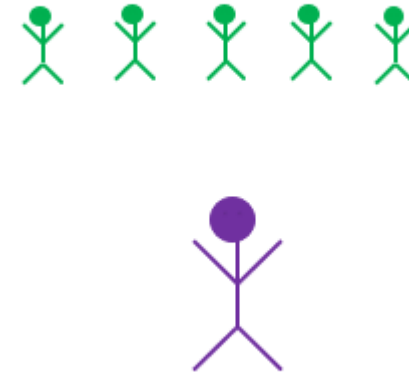
Example: Flexible Grouping

Second Grade



Across 4 classrooms, 5 students struggle with decoding

Flexible Group



Interventionists can group all five students with common skill deficits



Agenda

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Elementary Best Practices

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Learn More

Q & A



Too often we search for the right answer to the wrong question.

Block Schedule

7-Period Schedule



An example freshman schedule at Assumption High School

	DAY1	DAY2	DAY3	DAY4
7:45-7:50 a.m.	PRAYER, ATTENDANCE, & ANNOUNCEMENTS			
7:50-9:15 a.m.	A Geography or Fine Art	E Algebra I or Geometry	B Biology	F Study
9:20-10:45 a.m.	B Biology	F Study	D Scripture or Catholic Beliefs	H French or Spanish
10:45-10:55 a.m.	LOCKER BREAK			
10:55-11:10 a.m.	HOMEROOM	HOMEROOM	FLEX TIME	CLASS MEETING
11:15-11:40 a.m.	LUNCH			
11:40 a.m. -1:20 p.m.	C English	G Health or PE.	C English	G Health or PE.
1:25-2:50 p.m.	D Scripture or Catholic Beliefs	H French or Spanish	A Geography or Fine Art	E Algebra I or Geometry
2:50 p.m.	DISMISSAL			



NGHS 2016-2017 Regular Bell Schedule Monday, Tuesday, Thursday, Friday

1st Period	7:10	to	8:04
<i>Moment of Silence, Pledge</i>			
2nd Period	8:12	to	9:04
3rd Period	9:12	to	10:04
4th Period	10:12	to	11:04
5th Period	11:12	to	12:04
6th Period	12:12	to	1:04
7th Period	1:12	to	2:07
Announcements	2:07	to	2:10



Research shows that there is not a single “silver bullet” middle or high school schedule structure.

Secondary Level Scheduling Research

Secondary level scheduling research indicates that...

- Period length only impacts student outcomes insofar as teachers' effectively utilize the time.
- Block schedules have mixed results regarding impact on student achievement.
- There is no “right” number of courses for students to take at one time.

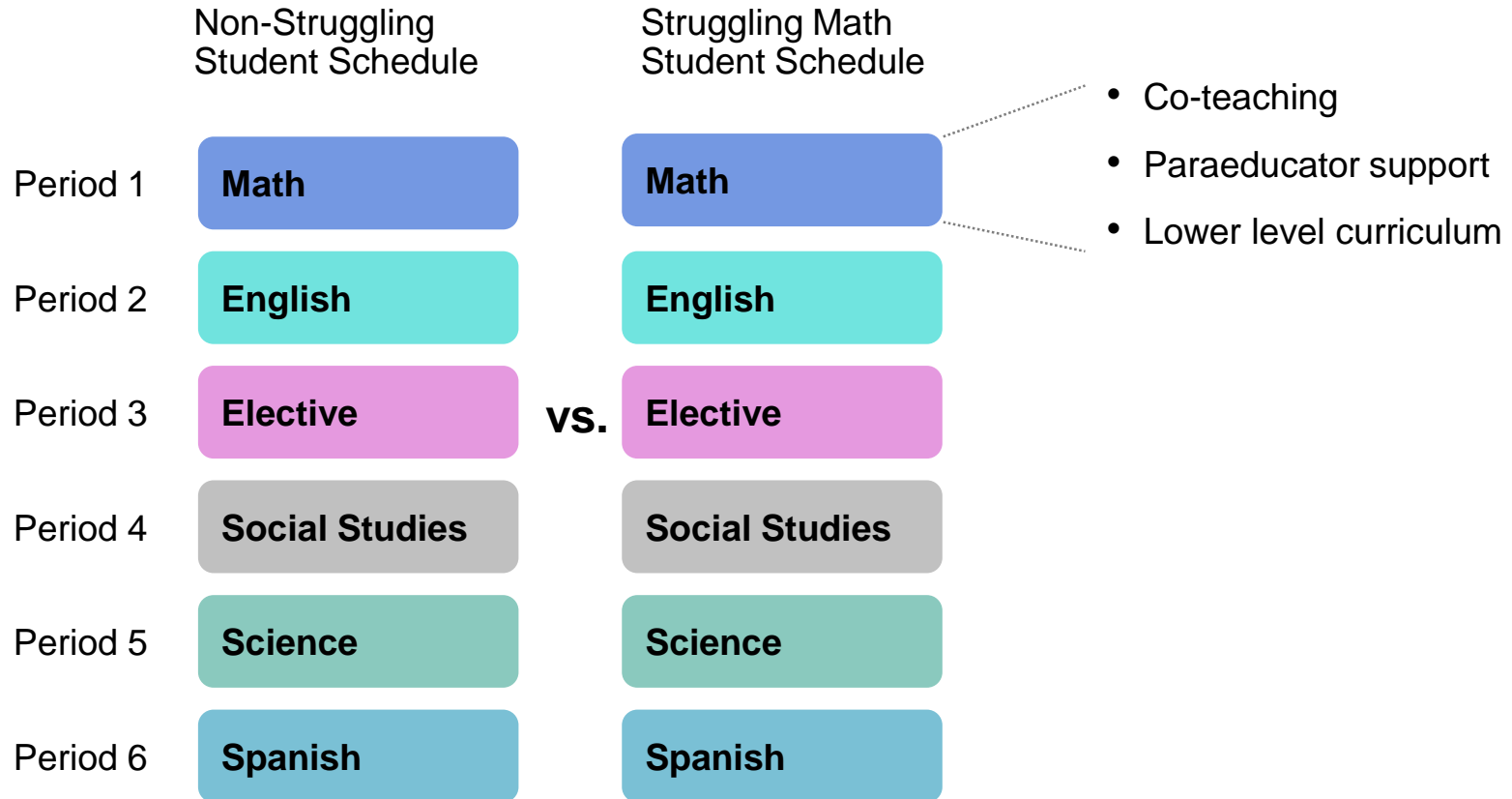
Research does indicate that there is a large, positive relationship between academic learning time* and student achievement.

*The precise period when an instructional activity is perfectly aligned with a student's readiness and learning occurs.



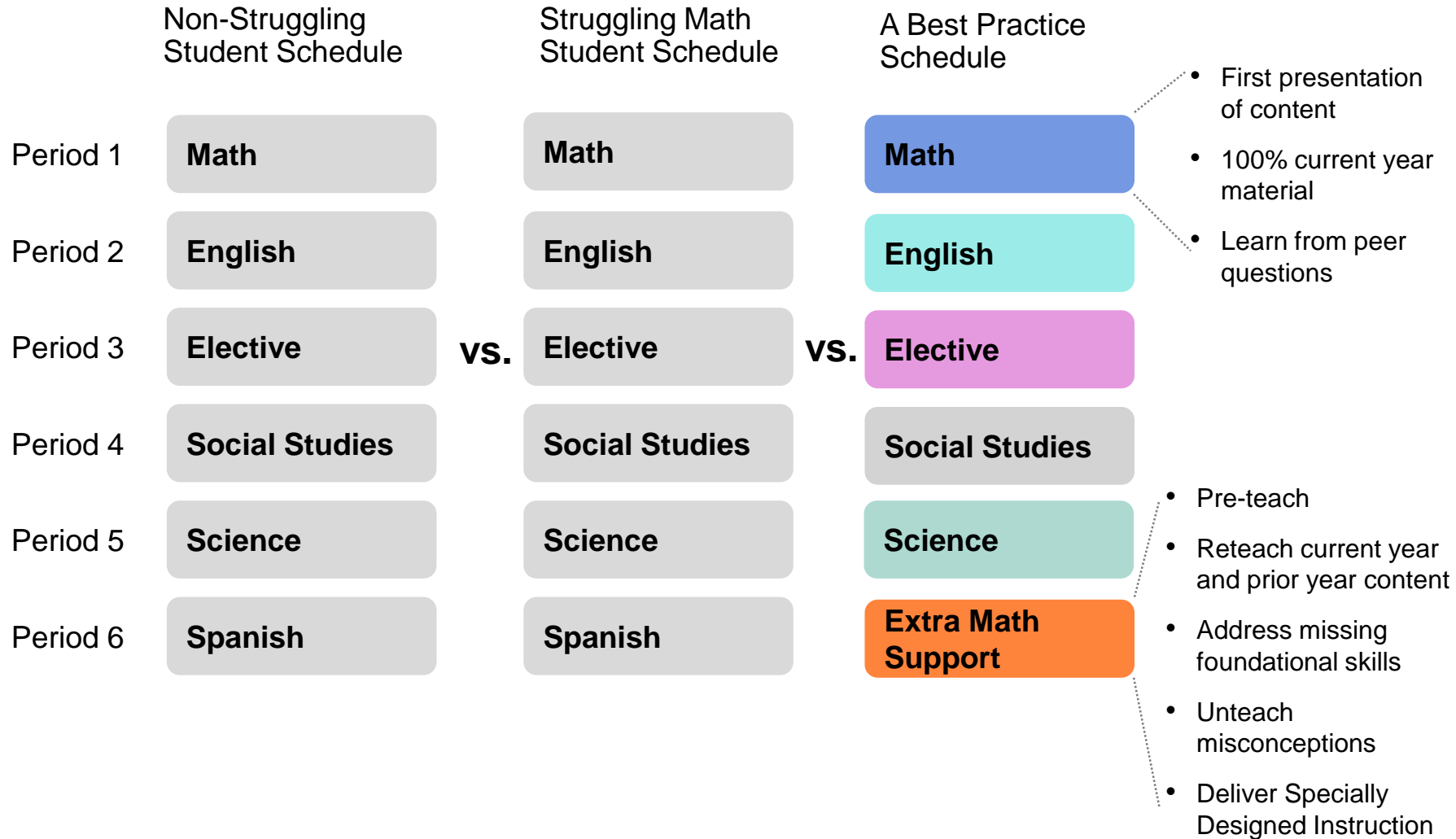
In many schools, “extra help” happens during core instruction or instead of core instruction and is provided by less skilled staff.

Secondary Intervention Strategy: Typical Approach



Best practice for secondary intervention is a “double time” model that involves providing “extra help” in addition to core instruction.

Secondary Intervention Strategy: Best Practice Approach



These 7 best practices are common elements to effective secondary reading programs.

Secondary: A System for an Effective Reading Program

Standards

- 1 Clear and rigorous grade-level expectations
- 2 Universal screening for struggling readers
- 3 Frequent measurement of achievement

Core Instruction

- 4 Reading instruction separate from ELA (for struggling readers)

Intervention

- 5 At least 60 min / day additional time for all struggling readers**
- 6 Explicit teaching strategies for comprehension

Effective Teaching

- 7 Highly skilled and effective teachers of reading

*Read180 requires 90 minutes per day



Using current guidelines for class size and teaching load, it is possible to determine the FTE needs for each department, subject, and school.

Determining Staffing Needs* with Guidelines

1

Class size guideline:
Target class size of 25

Determine the number of sections needed

Course	Current Enrollment	Target class size	Sections needed
Algebra 1	300	25	12
Algebra 1 honors	50	25	2
Algebra lab	50	20	3
Geometry	320	25	13
Geometry honors	80	25	4
Statistics	15	25	1
AP calculus	32	25	2
		Total:	37

2

Teaching load guideline:
5 sections per FTE

Determine the FTE needed

Staffing Calculation	
Sections needed	37
Sections per FTE	5
Required FTE	7.4

*Any solution needs to be consistent with collective bargaining agreements



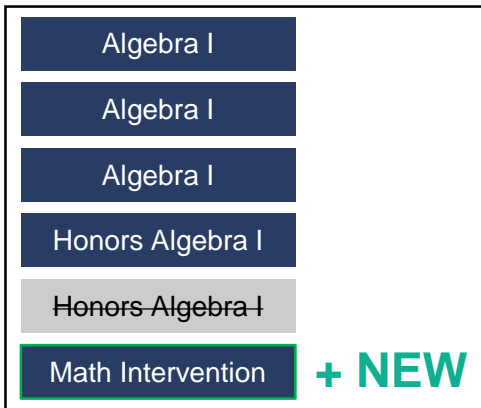
Expert schedulers look for opportunities to maximize the impact of all staff even when only partial FTE are available for repurposing.

Strategies for Repurposing Partial FTE*

1. Provide intervention or new strategic offerings

Replace a reduced section of an existing course with an intervention section or a new elective aligned with the school's strategic direction.

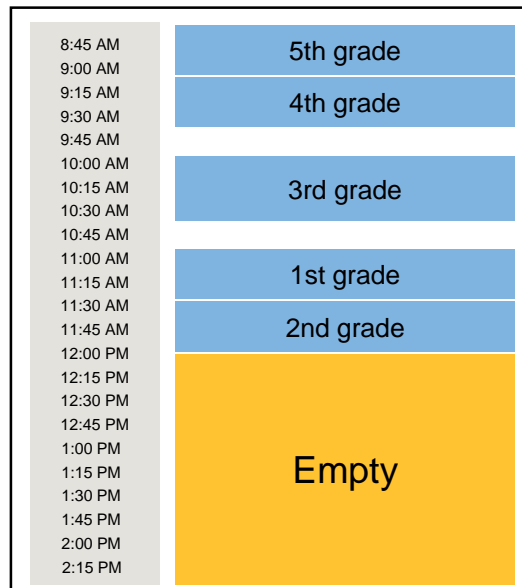
Core Example



2. Consider part-time staff

Part-time positions can provide needed work/life flexibility to teachers.

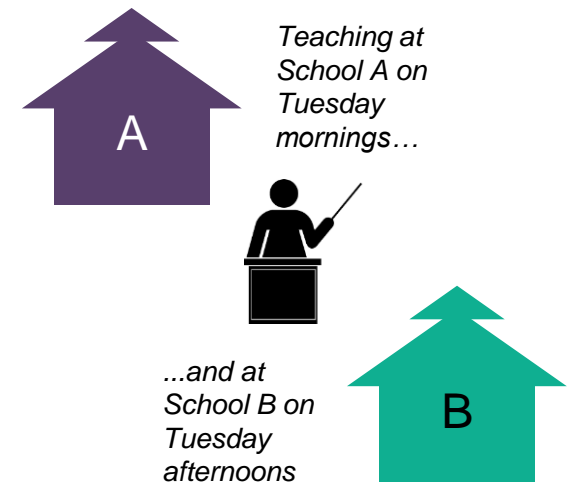
Scheduling Example



3. Consider shared staff

Sharing staff across secondary schools is the norm in some districts.

Example

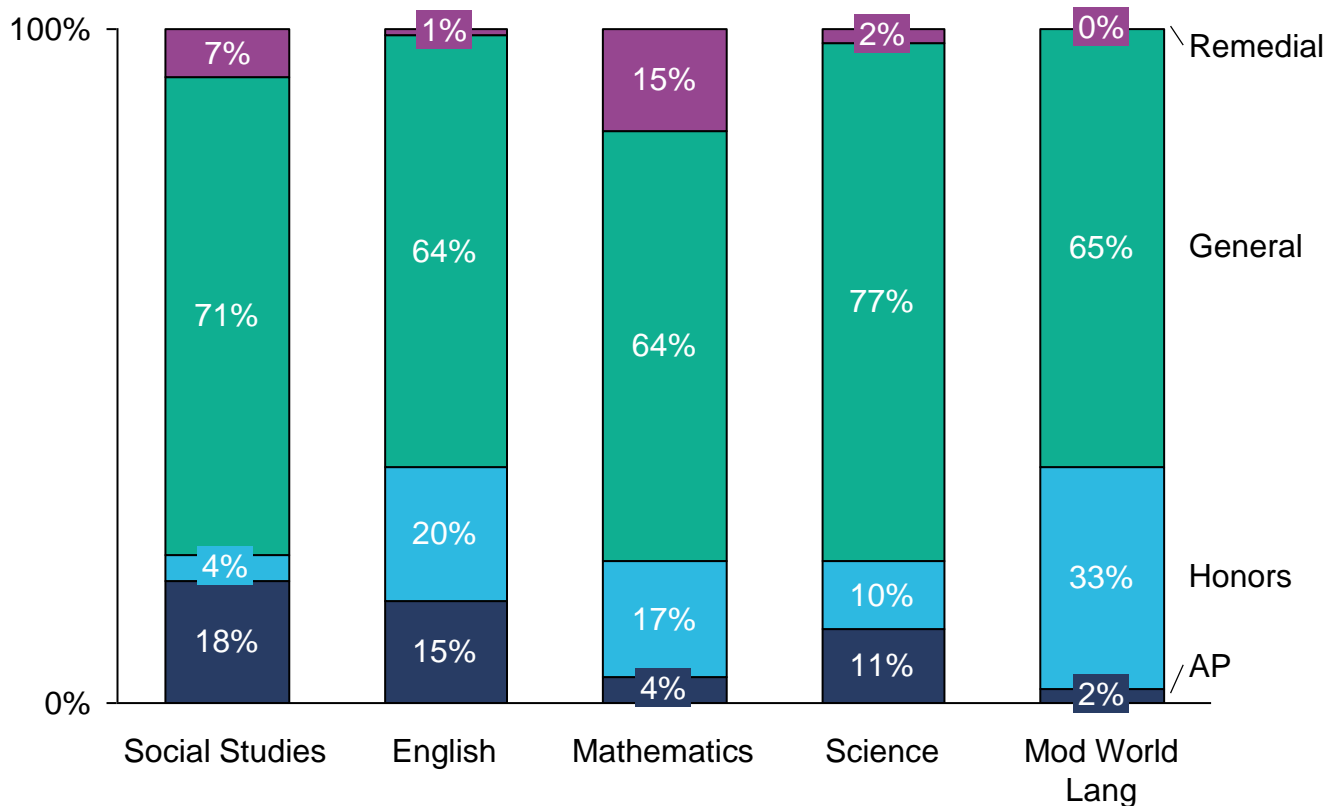


*Any solution needs to be consistent with collective bargaining agreements



Schools may create better schedules by examining the access to rigorous courses.

Course Rigor Analysis Example

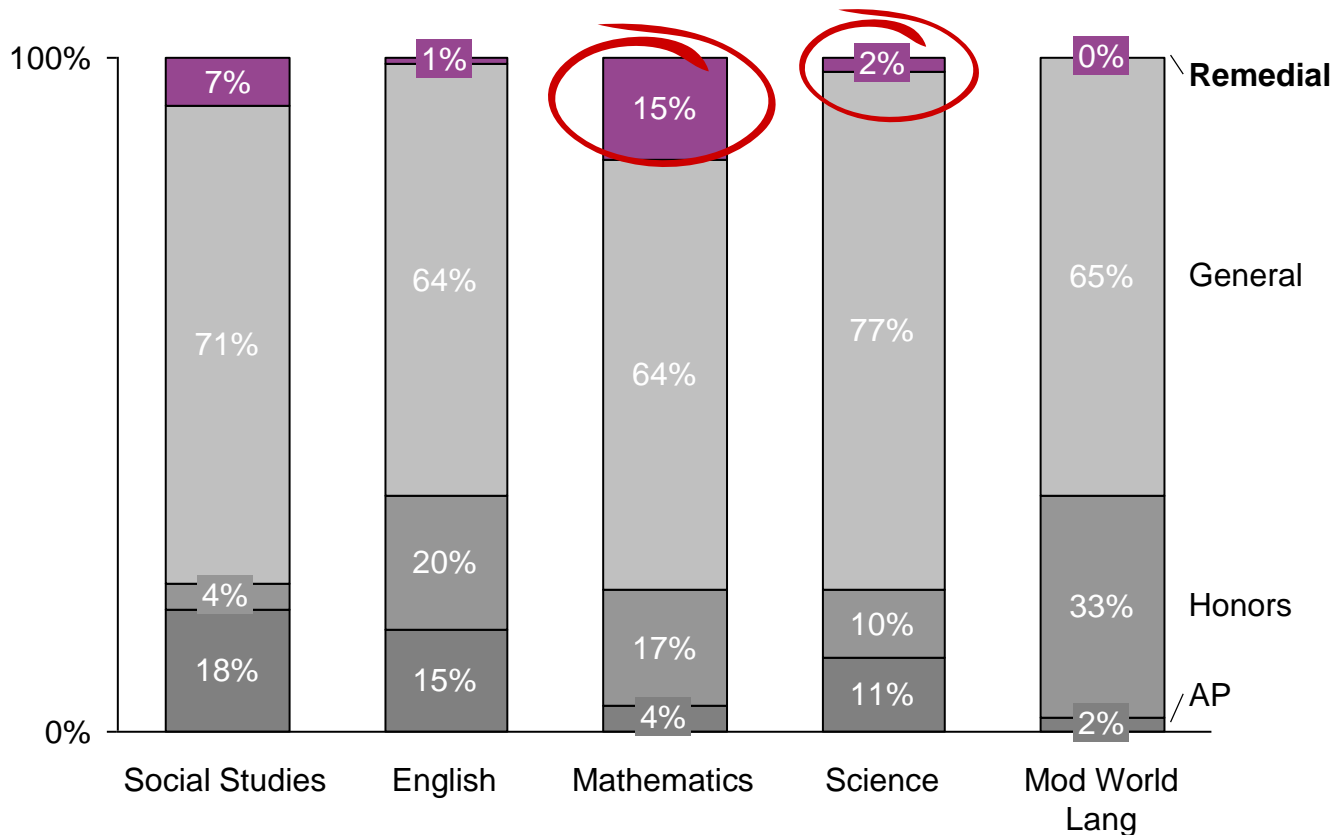


How often is this data reviewed and acted on in your district?



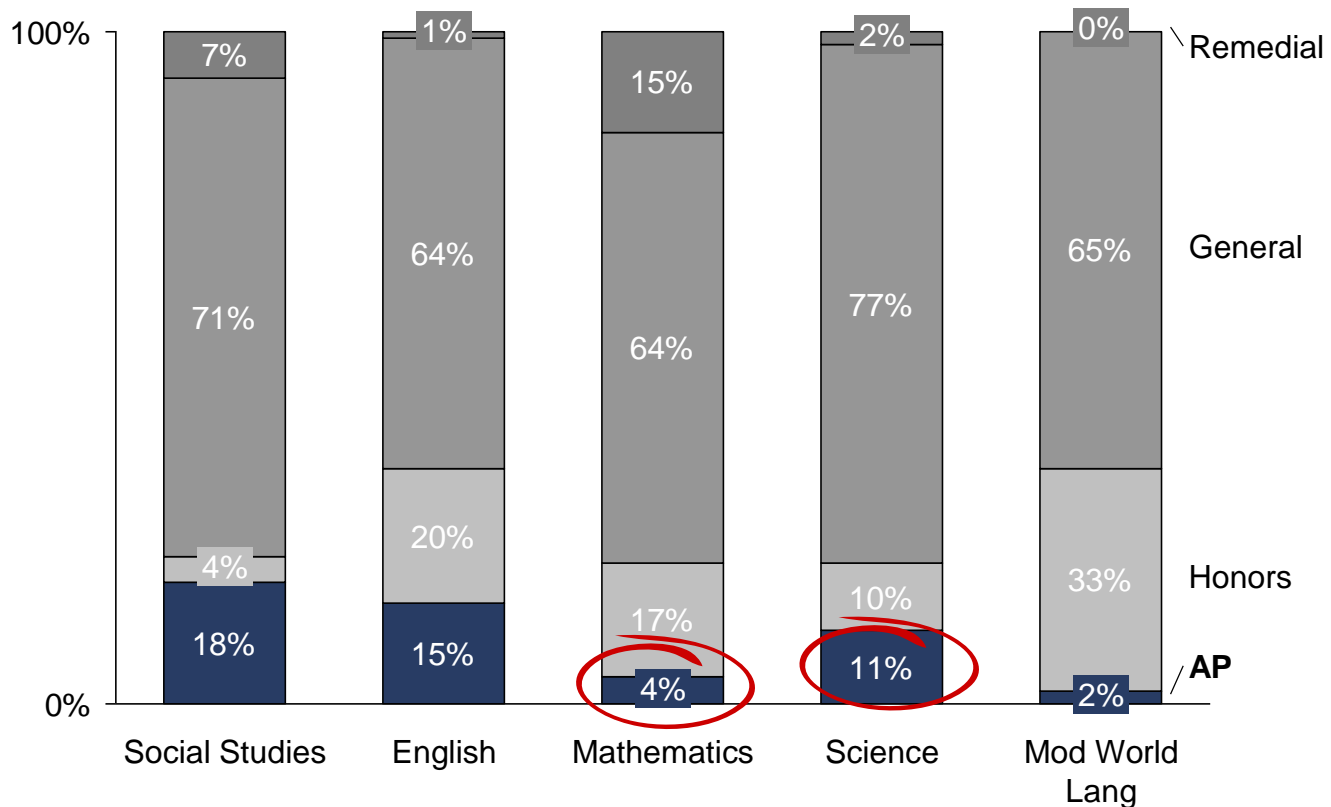
Low rigor courses seldom lead to grade-level mastery.

Course Rigor Analysis Example



History and department preferences can greatly influence honor and AP enrollment.

Course Rigor Analysis Example



Providing rigorous courses to all students requires intentional enrollment and monitoring.

Best Practice: Monitoring Rigor and Enrollment

- 1 **Search** for all students who may be **ready** for honors and AP courses
- 2 **Don't push** students into honors or AP if they are **not ready**
- 3 Make sure all regular education teachers are **teaching at grade level** with appropriate **scaffolding of previous grades' content** to support mastery of grade level content
- 4 Identify **graduation pathways** that are **not traditionally addressed** by struggling students and determine what **additional supports** are needed for their access and support
- 5 Use specialists and paraeducators to **provide additional instruction**, rather than less rigorous instruction



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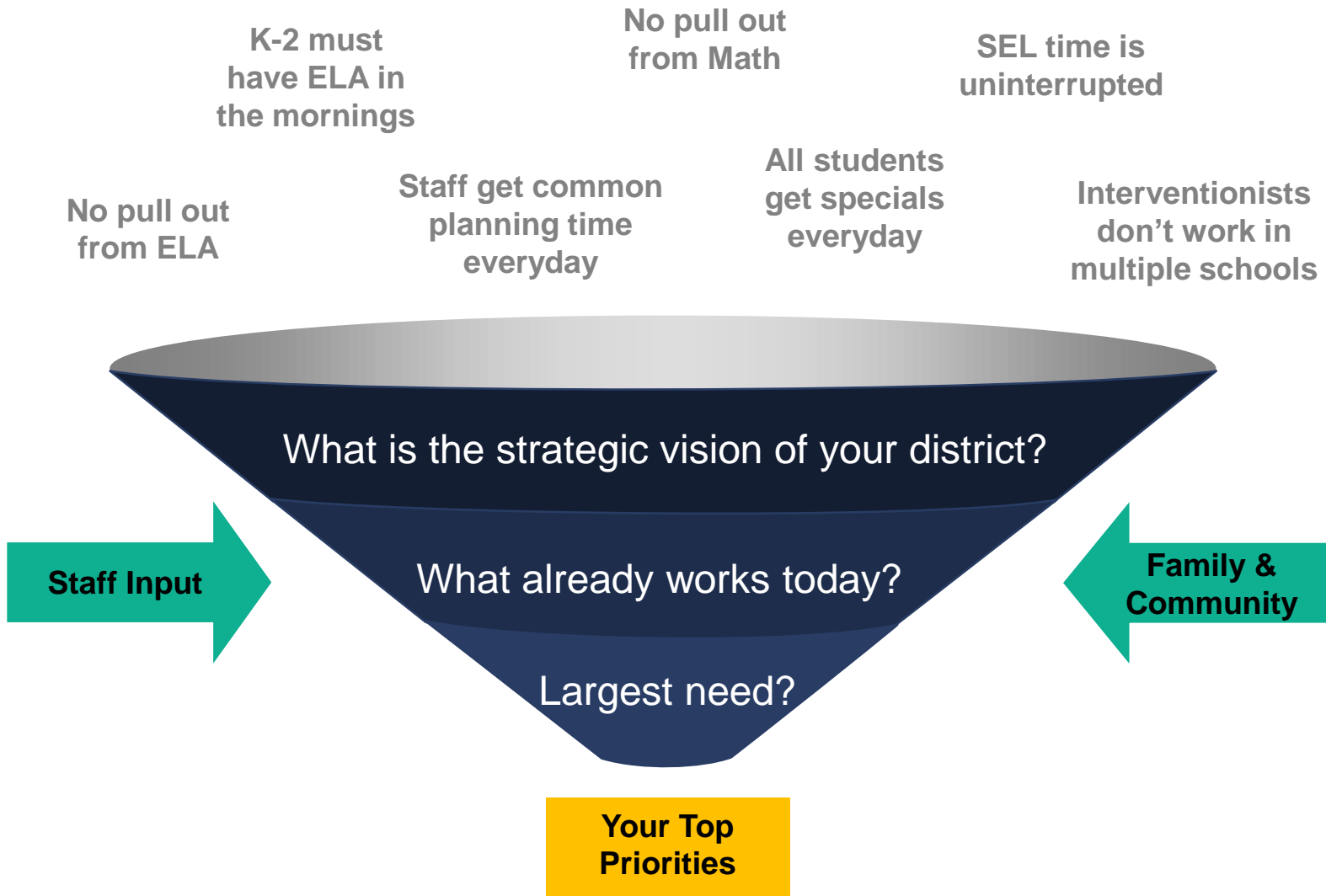


***You can schedule anything,
not everything***



Only if a school has declared its top instructional priorities, can great schedules be built.

Develop Clear Priorities



Some schools have better master building schedules than others.

Illustrative Example



Desired schedule

Common planning time every day



✗ Too many sections per grade

Instructional coaches attend common planning time



✗ Not enough coaches

Intervention block each day



✗ School day too short

Flexible grouping across grades every day for ELL, special education and reading



✗ Need more staff

100% utilization of specialists (art, music, PE, etc.)



✗ Not possible

No pull-out during reading or math



✗ Lunch schedule doesn't allow

Uninterrupted reading block



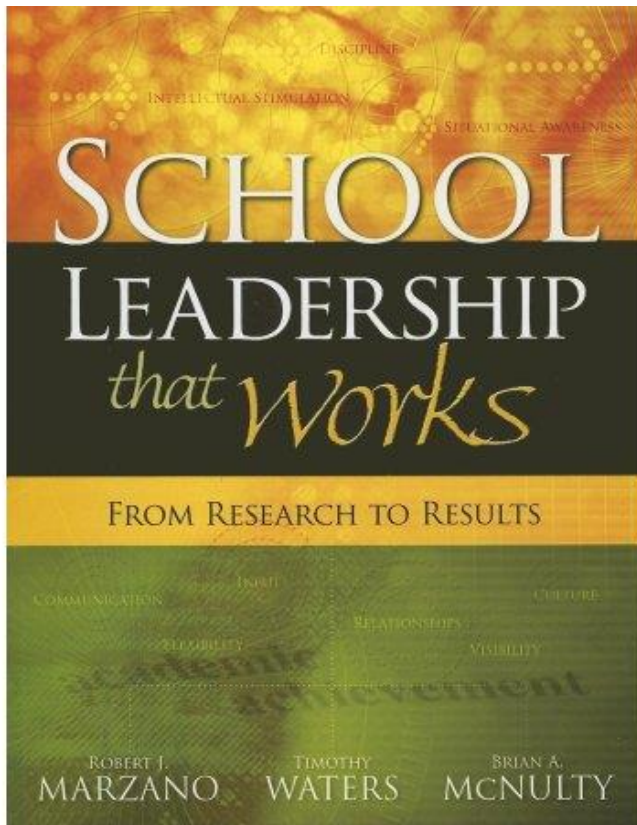
✗ Only possible in some grades

Same schools, just a different scheduler



It is important to both find and utilize expertise in scheduling.

Utilizing Scheduling Expertise



- Being an effective school scheduler is a skill that not everyone has
- There's no course offered or training provided for school scheduling
- Staff are already expected to be skilled in many areas
- It's important to look for scheduling expertise, both inside and outside of the building



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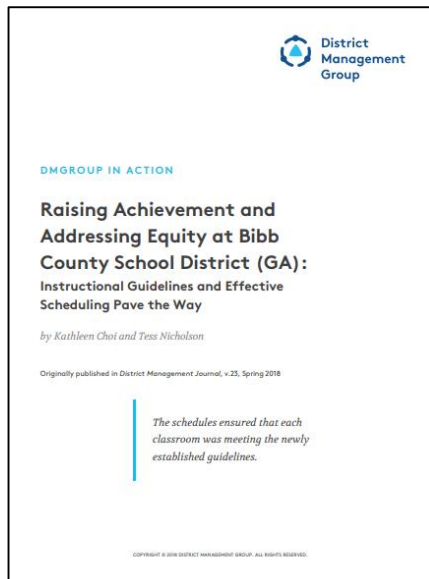
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Additional resources are available.

Access to Online Resources and DMGroup Thought Leadership



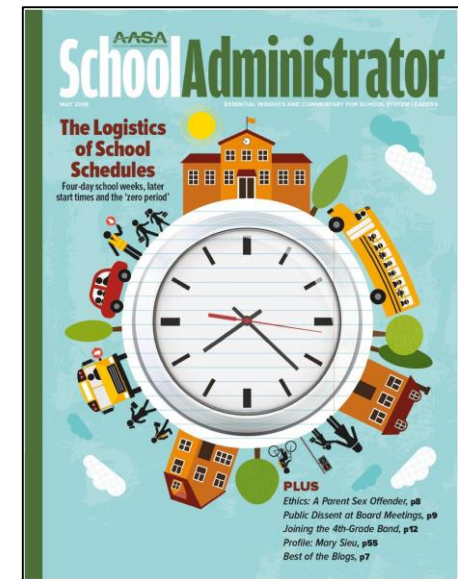
Case Study:

Raising Achievement and Addressing Equity at Bibb County School District (GA)



Spotlight Article:

Improving Special Education: Best Practices for Cost Effectively Raising Achievement



School Administrator:

Making School Scheduling More Strategic

To access additional resources, visit www.dmgroupK12.com



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