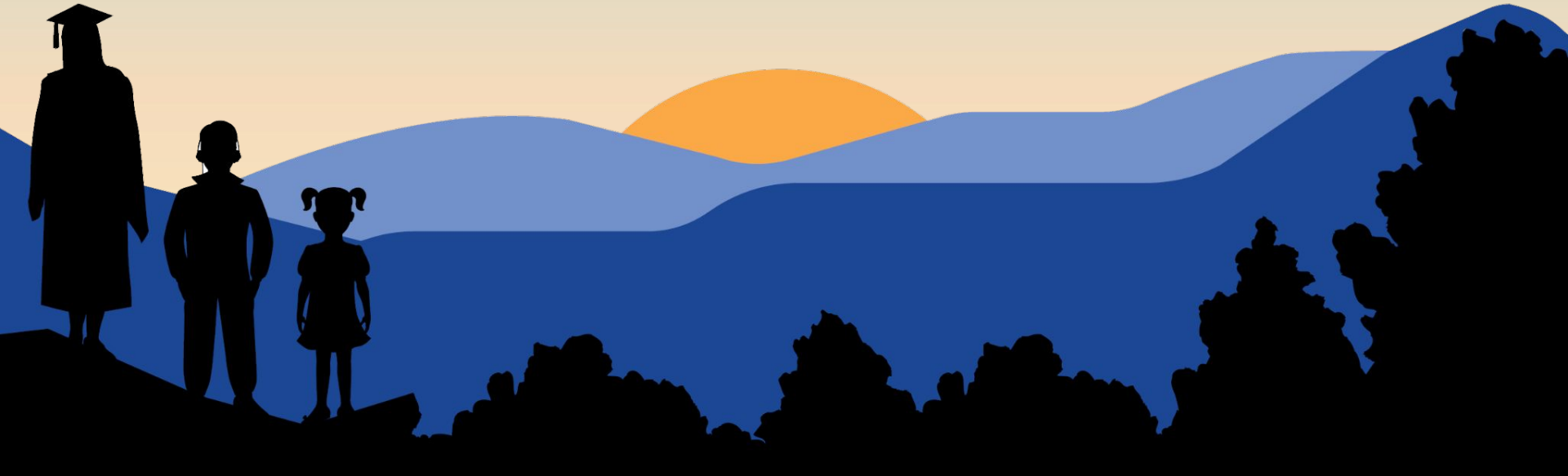
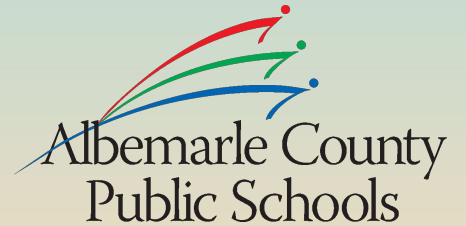


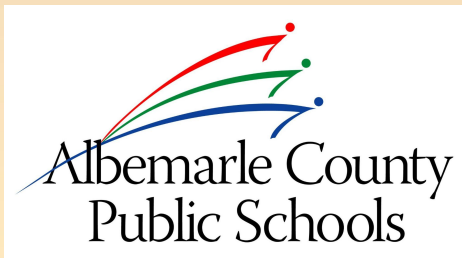
# High School Schedule and Workload

*November 9, 2023*



# VISION

Our learners are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society.



# MISSION

Working together as a team, we will end the predictive value of race, class, gender, and special capacities for our children's success through high-quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds.

We will know every student.

# VALUES

## Equity

We will provide every student with the level of support necessary to thrive.

## Excellence

We will mitigate barriers and provide opportunities for every student to be academically successful.

## Family and Community

We will engage with and share the responsibility for student success with families and community partners.

## Wellness

We will support the physical and emotional health of our students and staff.

# STRATEGIC GOALS

## THRIVING STUDENTS

ACPS will facilitate learning experiences grounded in high expectations, networks of care, and student curiosity to ensure academic and social-emotional development for all students while eliminating opportunity, access, and achievement gaps.

## EMPOWERING COMMUNITIES

ACPS commits to developing a culturally responsive environment that will respect and champion the diversity of life experiences of all stakeholders and supports the physical and mental health of our students, staff, and families so they are actively empowered to engage in our school community.

## EQUITABLE, TRANSFORMATIVE RESOURCES

ACPS will attract, develop and retain the highest quality staff; develop sustainable and modern facilities, infrastructure and equipment; and distribute all resources in an equitable manner to transform learning experiences and opportunities.

# GOAL ONE: Thriving Students

ACPS will facilitate learning experiences grounded in high expectations, networks of care, and student curiosity to ensure academic and social-emotional development for all students while eliminating opportunity, access and achievement gaps.

## OBJECTIVE TWO

ACPS will develop structures that support students' academic mental health for both proactive and intervention purposes. We will ensure that academic time demands placed on students allow them adequate time to pursue their personal interests, including enrichment activities, lifelong learning and career goals.

**STRATEGY 3:** *ACPS will investigate the value of implementing a seven-period academic day with one additional period for enrichment/intervention in high schools. One measure of success would include reduction in the number of high school students enrolling in study hall reported by school.*



## Briefly, how did we get here?

- Prior to 2010, the comprehensive high schools had seven academic periods in which teachers were assigned to teach five. Intervention and enrichment times were offered during the school day, but scheduled times were school-based decisions.
- At the outset of the recession the School Board voted unanimously in one meeting to add one academic period to the high school schedule to save money by having teachers routinely assigned to teach 6 of 8 periods instead of 5 of 7 periods. This teaching load has continued since its implementation in 2010.
- The 8 period academic schedule began as a 4x4 semester-based schedule, but under mounting pressure from teachers, students, and families, the Board retained eight periods and allowed schools to use an alternating day block schedule.

# Why consider a change?

- **All concerns** about increased workload on students and teachers, diminished staff and student performance, student and faculty mental health, school climate, and the lack of necessity to offer more class sections **were bypassed** at the expectation that \$800,000 per year would be saved in the operating budget by switching to an 8 period academic schedule. *We are trying to correct this.*
- As we heard from all academic researchers at the time, **adopting a schedule to save money is the least valid reason to do so.** *We are trying to correct this.*
- Our panorama surveys, gallup surveys, and VDOE working conditions surveys indicate that our comprehensive high schools have the least conducive climates for learning and safety. *We are trying to address this.*

# Why consider a change?

- Our students' performance on SOL tests at the high school level have diminished since the change. The current schedule of 8 academic periods allows for a short (35 minute per day) intervention/enrichment period. A growing percentage of our students need more intervention time with classroom teachers to achieve success. *We are trying to provide this.*
- While elective enrollments initially grew in 2011, half of our students now **annually** enroll in study halls (not counting student release periods) as opposed to using the extra period to take an elective class. Although our graduation rates have increased over time for all student enrollment groups, advanced studies diploma attainment has remained **unchanged**.
- And yet, we have ambitious goals for our students, including expanding their horizons beyond strictly academic demands. Students need additional time during the school day to participate in enrichment activities. *We are trying to provide this.*

# 7 Period Academic Schedule Task Force

- Dr. Haas and Jay Thomas visited all high schools to discuss this issue;
- Shortly thereafter, a task force consisting of volunteer teachers across departments, school counselors, and administrators from the three comprehensive high schools was formed and has been meeting since Spring 2023 to discuss the issue and develop possible solutions;
- All bell schedules under consideration are being analyzed against a set of core operating principles developed by the task force;



# Some considerations:

- This is not related to career learning communities (we will make them work under either scenario);
- This schedule will eliminate Freshman Seminar as 1 of 7 courses for which Freshman are registered; Seminar would be pulled into the enrichment/intervention period ½ time;
- Division leadership will work toward a cost neutral approach;
- We are addressing potential consequences to teachers and students;
- We are documenting structures, potential solutions and bargains to provide transparency;
- Teachers at all comprehensive high schools have been periodically informed of our progress;
- Teachers have been given the opportunity to provide feedback on possible bell schedules;
- We are working on new draft products to present to teachers;
- We will seek to achieve 70% teacher support before deciding on a new bell schedule;
- The new bell schedule would be implemented in the fall of 2024.

# Secondary Teacher Perspective

# Increased Opportunities for Remediation or Enrichment

## Current state:

- The remediation block is often compromised by clubs or surveys, or it is only scheduled four days a week.
- Teachers can only work with study hall students if their scheduled study hall aligns with a teacher's planning block

## Changes under 7 Academic Schedule:

- Guaranteed daily time for students to meet with teachers
- Surveys, clubs, and grade level seminars will be moved to a guaranteed scheduled block

# Increased Opportunities for Remediation or Enrichment

Potential of the 7 Academic Schedule:

- Teacher PLC meetings could be moved to the additional block, freeing up teacher planning blocks for planning, giving feedback, and meeting with co-teachers.
- The additional block could be structured to allow teachers even more time to pull students in to work on deeper remediation, enrichment, or interest-driven learning in a longer block.

**Teachers are asking for more time to perform their jobs well. If managed correctly, this shift opens up the possibility of giving teachers more time to think deeply, collaborate and plan meaningfully, and give thorough feedback to foster student growth.**

# More Balanced Workload for High School Teachers

Current State: Some teachers have three or more preparations, which puts a difficult planning burden on those teachers.

Changes under 7 Academic Schedule:

- A reduction in the number of distinct classes a teacher is assigned could move more teachers to only two preparations.
- With a reduction in the number of different classes taught, teachers will be able to allocate more time to developing each class's instructional design, structure, and materials.
- Teachers will present to classes five times instead of six over the course of the 7 Academic Schedule over two days.

# Secondary Student Perspective

# Results of the 2021-2022 Secondary Student Check-In Survey

Compared to previous school years, have you been feeling more				
<b>Q6. Calm/Anxious</b>				
Answer	Responses	Value	%	Percentage of total respondents
1 - Calm	495	1	11.36%	
2	1,560	2	35.80%	
3	1,615	3	37.07%	
4 - Anxious	687	4	15.77%	
				<b>Weighted Score: 2.57</b>
<b>Q7. Connected/Lonely</b>				
1 - Connected	985	1	24.38%	
2	1,849	2	45.76%	
3	921	3	22.79%	
4 - Lonely	286	4	7.08%	
				<b>Weighted Score: 2.13</b>
<b>Q8. Relaxed/Stressed</b>				
1 - Relaxed	333	1	7.85%	
2	1,334	2	31.43%	
3	1,640	3	38.64%	
4 - Stressed	937	4	22.08%	
				<b>Weighted Score: 2.75</b>

Student Wellbeing

# Results of the 2021-2022 Secondary Student Check-In Survey

Q9. Engaged/Bored				
1 - Engaged	428	1	10.14%	
2	1,727	2	40.92%	
3	1,367	3	32.39%	
4 - Bored	698	4	16.54%	
				<b>Weighted Score: 2.55</b>
Q10. Healthy/Unhealthy				
1 - Healthy	918	1	24.33%	
2	1,847	2	48.95%	
3	767	3	20.33%	
4 - Unhealthy	241	4	6.39%	
				<b>Weighted Score: 2.09</b>
Q11. How much emotional support do you feel you have at school?				
Answer	Responses	Value	%	Percentage of total respondents
1 - Very Little	406	1	9.80%	
2	1,490	2	35.97%	
3	1,654	3	39.93%	
4 - A Lot	592	4	14.29%	
				<b>Weighted Score: 2.59</b>

Student Wellbeing



# Results of the 2021-2022 Secondary Student Check-In Survey

7  
Academic  
Schedule

Q12. How important is it to have a schedule where students have the ability to:				
12(a) meet with teachers, counselors, administrators, or mentors during the school day				
Answer	Responses	Value	%	Percentage of total respondents
1 - Not Important	87	1	5.69%	
2	266	2	17.39%	
3	566	3	36.99%	
4 - Very Important	611	4	39.93%	
				<b>Weighted Score: 3.11</b>
12(b) leave campus for internships, mentorships, volunteering, or job shadowing				
1 - Not Important	116	1	7.61%	
2	328	2	21.52%	
3	596	3	39.11%	
4 - Very Important	484	4	31.76%	
				<b>Weighted Score: 2.95</b>
12(c) work collaboratively or independently on school work, complete make-up work				
1 - Not Important	32	1	2.09%	
2	126	2	8.25%	
3	562	3	36.78%	
4 - Very Important	808	4	52.88%	
				<b>Weighted Score: 3.40</b>

A majority of students feel that it is important / very important to meet with their teachers, counselors, administrators, or mentors during the school day.

# Results of the 2021-2022 Secondary Student Check-In Survey

## 7 Academic Schedule

12(d) pursue personal interests such as clubs, intramural sports, or specialized electives				
1 - Not Important	67	1	4.41%	
2	162	2	10.66%	
3	479	3	31.53%	
4 - Very Important	811	4	53.39%	
				<b>Weighted Score: 3.34</b>
12(e) advisory (i.e. freshman seminar or structured non-academic time)				
1 - Not Important	447	1	29.33%	
2	525	2	34.45%	
3	353	3	23.16%	
4 - Very Important	199	4	13.06%	
				<b>Weighted Score: 2.20</b>

A majority of students feel that it is important / very important to pursue clubs, intramural sports, or specialized electives.

Q13. How much would moving to a seven academic period schedule (7 + 1) improve students' academic mental health?				
Answer	Responses	Value	%	Percentage of total respondents
1 - Worsen	234	1	17.17%	
2 - About the Same	455	2	33.38%	
3 - Improve A Little	459	3	33.68%	
4 - Improve A Lot	215	4	15.77%	
				<b>Weighted Score: 2.48</b>

# Results of the 2021-2022 Secondary Student Check-In Survey

7  
Academic  
Schedule

12(d) pursue personal interests such as clubs, intramural sports, or specialized electives				
1 - Not Important	67	1	4.41%	
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<b>Weighted Score: 3.34</b>				
12(e) advisory (i.e. freshman seminar or structured non-academic time)				
1 - Not Important	447	1	29.33%	
2	525	2	34.45%	
3	353	3	23.16%	
4 - Very Important	100	4	6.06%	
<b>Weighted Score: 2.20</b>				

83% of students served felt that moving to a 7 Academic Schedule would feel the same or improve their academic mental health.

Q13. How much would moving to a seven academic period schedule (7 + 1) improve students' academic mental health?				
Answer	Responses	Value	%	Percentage of total respondents
1 - Worsen	234	1	17.17%	
2 - About the Same	455	2	33.38%	
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4 - Improve A Lot	215	4	15.77%	
<b>Weighted Score: 2.48</b>				

# 2023-2024 Student Enrollment in Study Hall

School	Grade	Total	School	Grade	Total	School	Grade	Total
<b>Albemarle</b>	9	67 13%	<b>Monticello</b>	9	2 1%	<b>Western Albemarle</b>	9	24 8%
<b>Albemarle</b>	10	149 30%	<b>Monticello</b>	10	33 12%	<b>Western Albemarle</b>	10	190 63%
<b>Albemarle</b>	11	203 40%	<b>Monticello</b>	11	179 61%	<b>Western Albemarle</b>	11	220 74%
<b>Albemarle</b>	12	353 76%	<b>Monticello</b>	12	249 85%	<b>Western Albemarle</b>	12	223 88%

# Summer 2023 Student Enrollment Summer School (initial credit)

School	Course	Total	School	Course	Total	School	Course	Total
<b>Albemarle</b>	Health I	107	<b>Monticello</b>	Health I	22	<b>Western Albemarle</b>	Health I	149
<b>Albemarle</b>	Health II	43	<b>Monticello</b>	Health II	19	<b>Western Albemarle</b>	Health II	70
<b>Albemarle</b>	PE I	109	<b>Monticello</b>	PE I	33	<b>Western Albemarle</b>	PE I	149
<b>Albemarle</b>	PE II	74	<b>Monticello</b>	PE II	28	<b>Western Albemarle</b>	PE II	145

# Summer 2023 Student Enrollment Summer School (initial credit)

School	Course	Total	School	Course	Total	School	Course	Total
Albemarle	CTE Economics / Personal Finance	30	Monticello	CTE Economics / Personal Finance	24	Western Albemarle	CTE Economics / Personal Finance	64

**Not shown here:**

**The number of students who had to complete credit recovery during the summer of 2023 in order to stay on track for graduation.**

# 2023-2024 Student Enrollment in Virtual Courses

School	Grade	Total	School	Grade	Total	School	Grade	Total
Albemarle	9	48	Monticello	9	0	Western Albemarle	9	40
Albemarle	10	97	Monticello	10	6	Western Albemarle	10	50
Albemarle	11	39	Monticello	11	35	Western Albemarle	11	43
Albemarle	12	63	Monticello	12	60	Western Albemarle	12	53

# Operating Principles Developed by High School Educators

1. Students will get the learning experience they need
  - a. Students will get the extra support and enrichment they deserve
  - b. Students will receive the learning extensions they deserve
  - c. Reduce workload for students
2. Teachers will have a reduced workload (teach/provide support/plan/meet)
  - a. Flexible teacher planning
  - b. Creative meeting times
3. Optimize instructional time
  - a. Flexible learning experiences
    - i. Saturday
    - ii. Night
    - iii. Virtual
    - iv. Zero period
    - v. Internships
    - vi. Capstone
4. Use data in our decision making
5. We will use the [Anti-Bias, Anti-Racist, Equity Conversation & Decision-Making Tool](#) to analyze the proposed Bell Schedule



# Secondary Scheduling Timeline 2023-24

## Curriculum Fairs and Career Learning Community Presentations

- ❖ Curriculum Showcasing
  - Schools will hold in-person and online information sessions with families
  - Counselors will push into ALL 9-10-11 classrooms to speak to current students
    - Beginning of December through Early January
  - 9th Grade Communications/Connections
    - Counselors will hold a in-person family night for all rising 9th Graders in early December
    - Schools will hold Summer Orientation in early August
    - Counselors will also visit their feeder middle schools to share information as needed
- ❖ Career Learning Community Presentations
  - Freshman Seminar Classes - End of November (two 50 minute class presentations)

## Student/Family Portal Opening and Closing

- ❖ Portal **opens** Monday, December 4, 2023 at 8:30 AM
  - Student/Family select the classes of their choice (both core & elective)
- ❖ Portal **closes** Tuesday, January 2, 2024 at 8:30 AM

## Family Meetings to Finalize Schedule Requests

- ❖ January 3rd, 2023 through Friday, February 24, 2023
  - Counselors review student selections to meet & document any conversations about challenges students may face in courses they self-selected or the need to take more challenging classes.
  - They will also discuss what support they will provide to each child in order to help them reach the highest level available.

## Final Class selections

- ❖ All class selections and changes must be made by the last Friday in March.
  - Verification letters will be sent home the beginning of March

# How Does a 7 Academic Schedule Affect Transcripts

- Each school has a School Profile that goes with each transcript. The Profile includes such information as:
  - Number of courses available to students in a day at that school
  - List of Honors/AP/IB/Dual Enrollment courses available at that school
  - Specialty Programs across the division such as Center One, CATEC, JROTC, Early College Scholars
- Colleges initially evaluate applicants within the context of their school profile offerings.
- School divisions across the country have different practices for documenting student achievement on a high school transcript. College Admissions Officers are aware of these multiple practices, and take those variations into account during the admission decision process.
- Only credit bearing courses are listed on the transcript as Courses in Progress.

# QUESTIONS

