



Aligning Course Offerings and Staffing Patterns to District and School Priorities

Preliminary Findings

January 10th, 2019



District Management Group | Helping Schools and Students Thrive

Agenda

Introductions & Methodology

Commendations

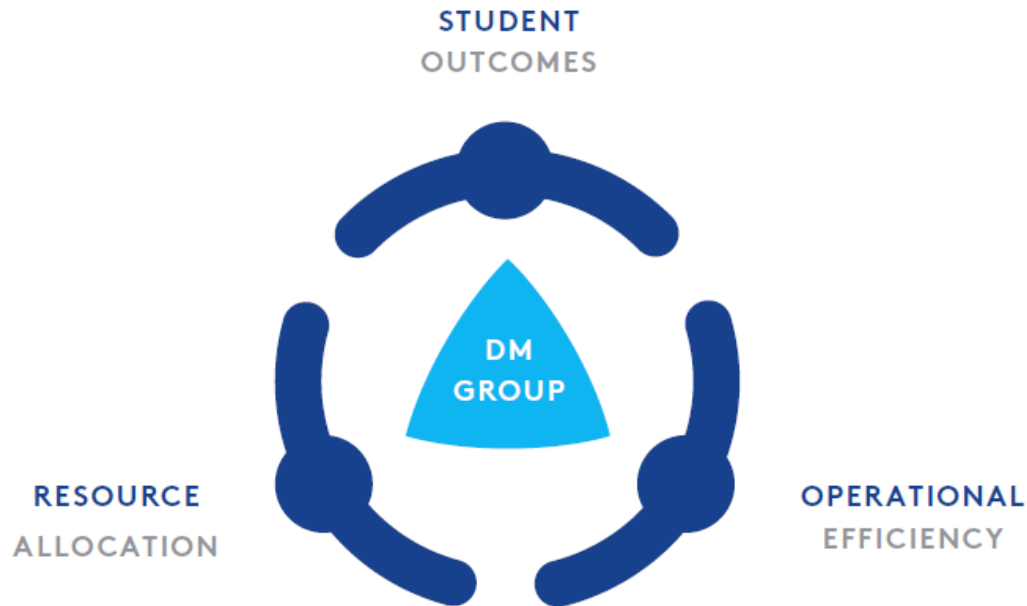
Opportunities

Next Steps



The District Management Group's mission is to achieve systemic improvement in public education.

DMGroup's Mission

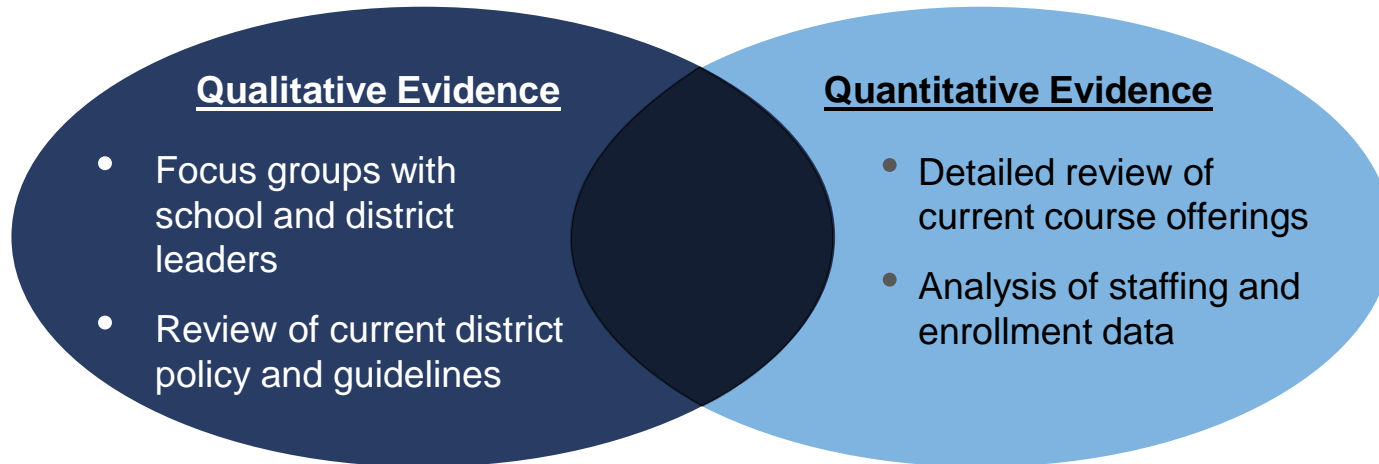


We believe that a district must focus on meeting all 3 of these objectives to achieve lasting results for students



Our work combined qualitative research with data analysis to better understand current strengths and challenges.

Diagnostic Phase



Qualitative Evidence

- Focus groups with school and district leaders
- Review of current district policy and guidelines

Quantitative Evidence

- Detailed review of current course offerings
- Analysis of staffing and enrollment data

Focus groups

- **Groups** of school and district leaders (~1 day)
 - Central office administrators
 - Secondary principals

Policy/guideline review

- **Explore what works well/what could be improved** in the current process
- **Establish priorities** from school and district leaders

Data analysis

- **Assess strengths and opportunities of current course offerings and staffing patterns:**
 - Course catalogue
 - Staff allocations across departments
 - Course enrollments
- **Gather information on course offerings and how schools are utilizing their time:**
 - Amount of time dedicated to core subjects and intervention
 - Comparison of current instructional time by subject to best practices



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Hilliard City Schools has many areas of strength to build on.

Commendations

1 The district leverages student and teacher voice and shared programming in order to offer a wide range of innovative and rigorous course offerings.

2 The district has refined its schedules over time by increasing the flexibility of building schedules and streamlining building partnerships with the ILC/Hub.

3 The district has enabled the cross-school sharing and collaboration of staff in order to increase supports for both students and teachers.

4 The district is striving for continuous improvement towards several key priorities in order to prepare students for long-term success.



The district leverages student and teacher voice and shared programming in order to offer a wide range of innovative and rigorous course offerings.

Commendation #1

1

Shared Programming at the ILC/Hub

- The ILC/Hub can efficiently expand student access to low interest courses (like German).
- The ILC/Hub offers innovative courses like Core Infusion, which infuses Science, ELA and Public Speaking.
- The recording studio offers musical opportunities to students outside of band, chorus, or orchestra.
- There are credit recovery opportunities for students as well as more intensive supports for high-needs students (through the Lead Program) who benefit from a “fresh start” at the ILC/Hub.

Online Course Offerings

- For example, already active students can take online PE to record exercises they already do to free up a period.
- Classes that are of interest to limited groups of students are offered online to maximize their access to courses.

Dual Enrollment Opportunities

- The College Jumpstart Program provides students with up to a full year of college credits at no cost.
- Students are able to graduate with college experience.
- College faculty come and instruct students at the HCS campus.
- High school credit courses are offered at the middle school.

Art, Music and Chorus Opportunities

- Staff shared that these opportunities are of exceptional quality and deeply embedded in the district.



The district has refined its schedules over time by increasing the flexibility of building schedules and streamlining building partnerships with the ILC/Hub.

Commendation #2

2

School Schedules

- Schools have built flexibility into their schedules to allow students access to more course offerings.
- Schools have a “zero” period to allow students access to more rigorous courses.

Partnership with ILC/Hub

- Efforts have been made to streamline the ILC/Hub’s partnership with the middle and high schools.
- There is a 2-period rotation that maximizes student time at the ILC/Hub.
- Students don’t lose a period by participating in the ILC/Hub.
- Transportation is efficiently coordinated.



The district has enabled the cross-school sharing and collaboration of staff in order to increase supports for both students and teachers.

Commendation #3

3

Cross-School Sharing

The district flexibly shares and moves teachers across buildings as enrollment shifts.

Staff shared:

“The sharing of staff is a **common practice** here.”

“We **regularly make staffing adjustments** to increase the sharing of staff.”

Staff Collaboration

Teachers regularly collaborate across buildings in order to share their expertise, problem-solve and improve instructional practices.

Staff shared:

“The collaboration that occurs here is **above anything** that I’ve seen in any other district.”

“The two 6th grade buildings **work closely together** to share resources.”



The district is striving for continuous improvement towards several key priorities in order to prepare students for long-term success.

Commendation #4

4

District leaders shared that their priorities center on the following:

- College and career readiness
- Readiness to fill gaps in the work force with the right industry credentials and skills
- Equitable supports across buildings



The district has made progress towards fulfilling these priorities:

- Staff regularly work together to update electives offerings and prepare students at all levels for 21st century careers.
- The district is intentionally trying to ramp up business offerings at the secondary level (They've added AP Microeconomics, and next year they will add AP Macroeconomics).
- The district has worked with Project Lead the Way to fill gaps in their engineering and coding curriculums.
- The district tries to keep all schools programmatically similar so that expectations are high across buildings.



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Hilliard City Schools also has several potential areas for continued growth.

Opportunities for Consideration

- 1 Ensure that the skills and expertise of classroom teachers are fully utilized in support of student learning.
- 2 Outline clear roles, decision-making rights, and class size guidelines when allocating staff across buildings.
- 3 Improve the system for creating shared staff, school and ILC/HUB schedules by scheduling collectively.
- 4 Further expand the role of student voice in the determination of course offerings.
- 5 Strengthen intervention supports so that all struggling students receive targeted, extra-time supports from content experts.



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General education teachers spend varying amounts of time teaching core periods.

Sample High School Science Teacher Schedules

1 UTILIZATION

Teacher A: 6 Academic Periods

Period 1	Biology A
Period 2	Biology A
Period 3	Plan
Period 4	Biology A
Period 5	Biology A
Period 6	Lunch
Period 7	Biology A
Period 8	Biology A

VS

Teacher B: 5 Academic Periods + Duty

Physics
Physics
Physics
Lunch
Plan
Physics
Physics
Duties

- Teachers **typically teach 5 academic core periods** (plus a duty or intervention period) **or 6 academic core periods.**
- Principals expressed that they wish they could use **classified staff for assigned school duties.**



Staff shared that tensions can build when teachers have varying workloads.

Feedback from Staff

1 UTILIZATION



“It’s easier when you don’t have to teach a 6th class. Some teachers **get lucky and others don’t.**”

“Some teachers teach six classes a day. Others spend their 6th period covering study hall. **It’s not fair.**”

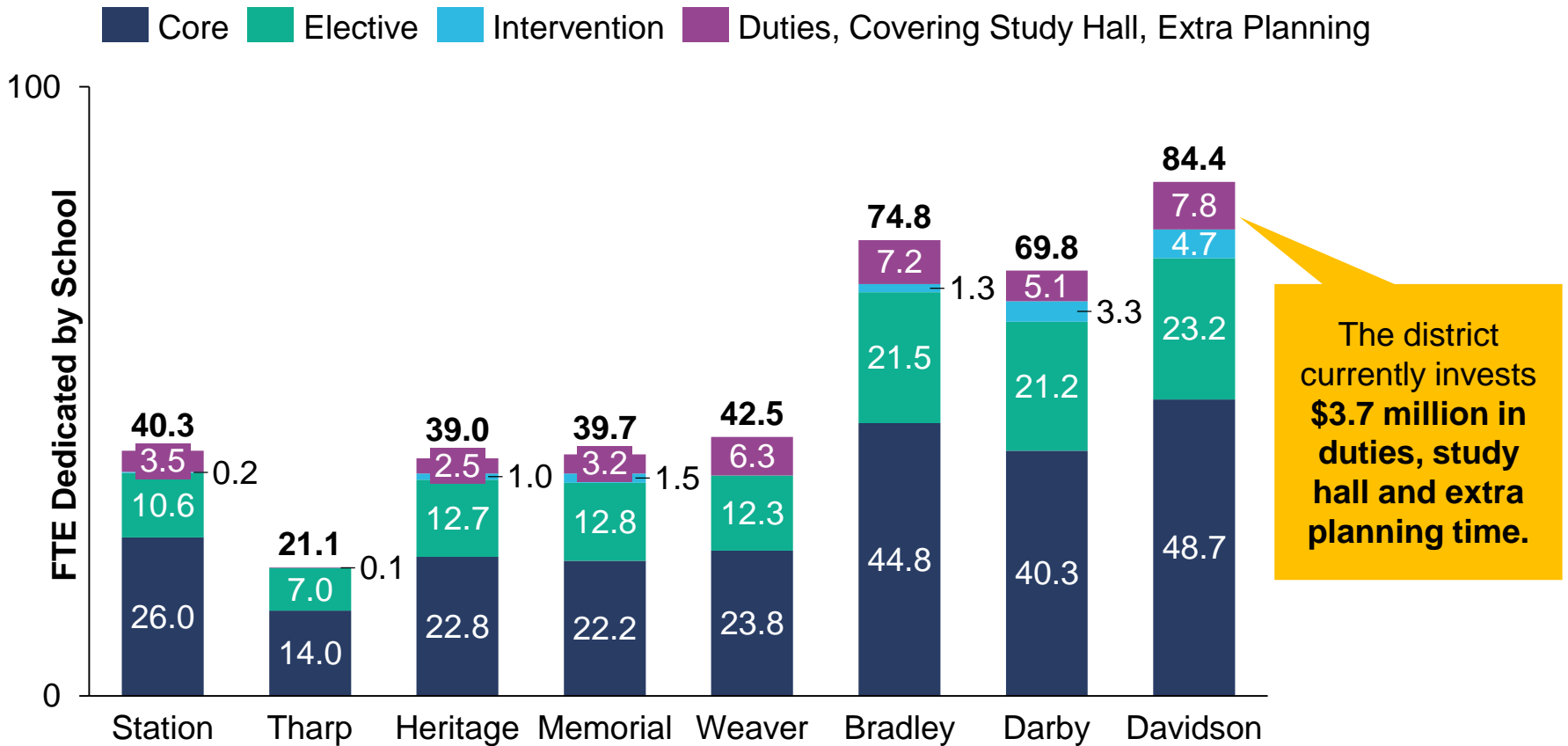
“**Resentment sometimes grows in our building** when teachers notice that others don’t have to work as hard.”



A significant portion of teacher time is spent on assigned school duties, study hall and extra planning time.

General Education Teacher Day Time Dedicated to Key Duties, by School

1 UTILIZATION



The district currently invests **\$3.7 million in duties, study hall and extra planning time.**

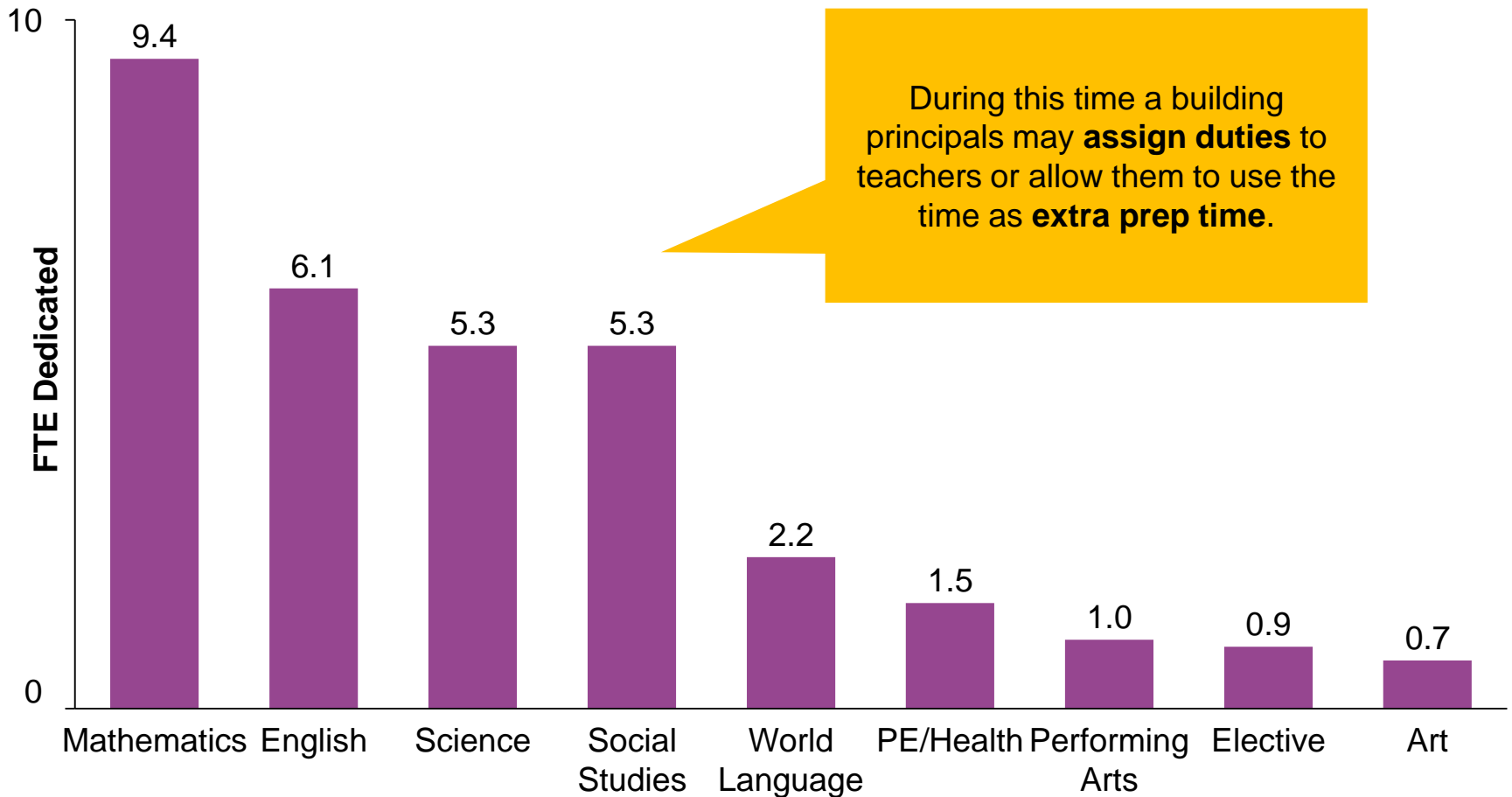
Notes

- Teachers who spent 100% of their time providing interventions were excluded from this chart.
- This chart was created by comparing the number of core, elective, and intervention classes that full-time teachers taught. A full teaching load was defined as 6 courses at the middle/high level and 5 at the sixth grade level.
- The total investment in duties, study hall, and extra planning time was calculated by multiplying the 35.6 FTE dedicated to duties/study hall/extra planning by the average cost of teacher salary and benefits (\$104,032)



Math teachers at the secondary level tend to have more time for additional planning and duty periods than their peers.

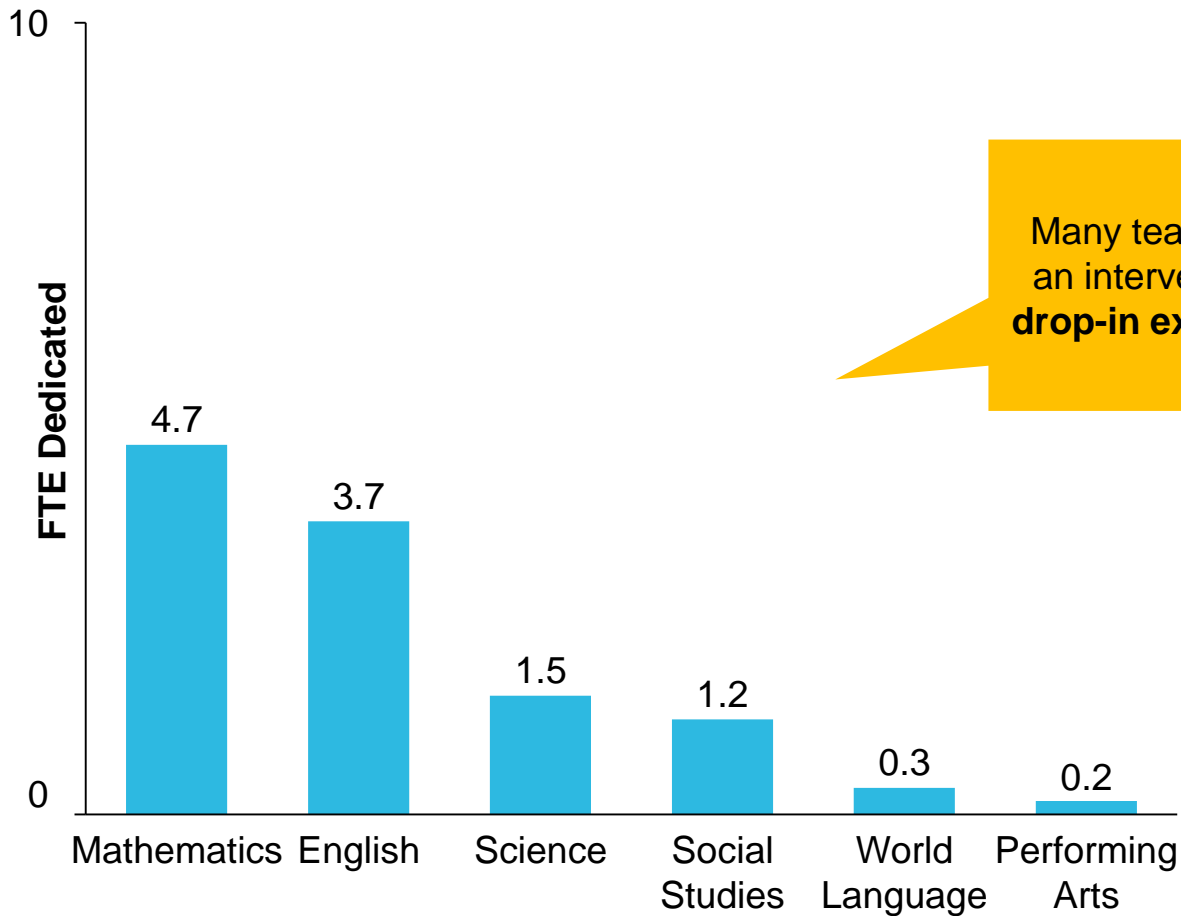
FTE Dedicated to Duties and Extra Plan Time
By Department, Secondary Level



Math teachers also tend to spend more of their time providing interventions than their peers.

FTE Dedicated to Providing Interventions *By Department, Secondary Level*

1 UTILIZATION

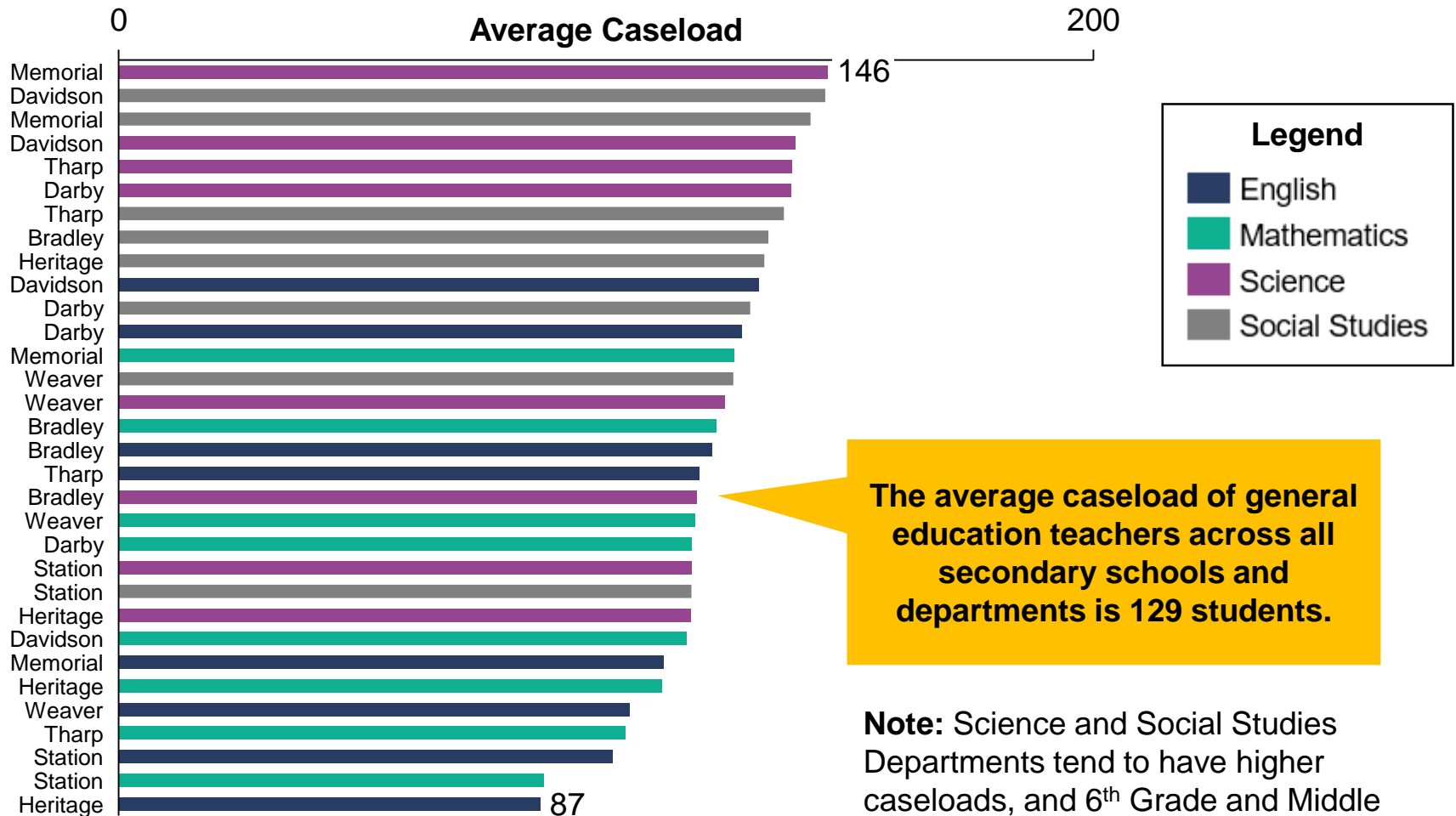


Many teachers were assigned to an intervention period to provide **drop-in extra help opportunities.**



The average caseload of secondary general education teachers varies from 87 to 146 students.

Average General Education Teacher Caseloads By School and Department



As next steps, the district might consider increasing the instructional time of teachers and shifting assigned school duties to non-certified staff.

Future Considerations

1 UTILIZATION

- Create guidelines for the general education teacher role that specify the time they should spend on core instruction, intervention and planning.
- Communicate role guidelines to general education teachers for their input.
- Reduce or shift assigned school duties to non-certified staff (i.e. paraprofessionals) who can more appropriately and cost-effectively provide these types of supports.



Opportunities for Consideration

- 1 Ensure that the skills and expertise of classroom teachers are fully utilized in support of student learning.
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Staff shared that that the process for allocating staff and the class size guidelines are unclear and a source of frustration .

Feedback from Staff

Process for Allocating Staff

A Staff shared that roles and decision-making rights are unclear during this process.

Class Size Guidelines

B Staff shared that there aren't clear guidelines around the minimum sizes for low-enrollment, single-section classes.

C Staff shared that general education class sizes could be further examined in order to better staff teachers to enrollment.



Staff shared that the process for allocating staff is unclear.

A Process for Allocating Staff

2 GUIDELINES



“The January staffing allocation meeting **lacks transparency** and is a huge source of **frustration** for all principals.”

“I have to **fight for my staff** during that January meeting. It’s **terrible**.”

“During the January meeting we’re all **pitted against each other**. We typically have good working relationships, but for that one day we don’t.”

“There is **no clarity on how the numbers work** and I don’t know how decisions are made.”

“The January meeting is **so high-stakes**. The smallest misstep could have **huge resource consequences** for our school.”



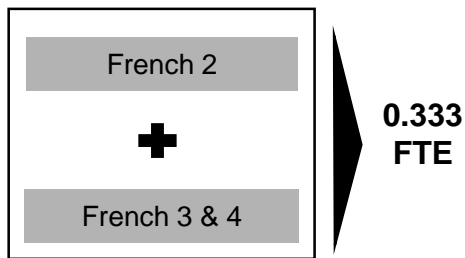
There are many ways to rearrange how low-enrollment courses are offered.

B Strategies to Manage Low Enrollment, Single-Section Courses

1. Combine

Combine low enrollment courses with related courses to keep class enrollment closer to the average class size guidelines.

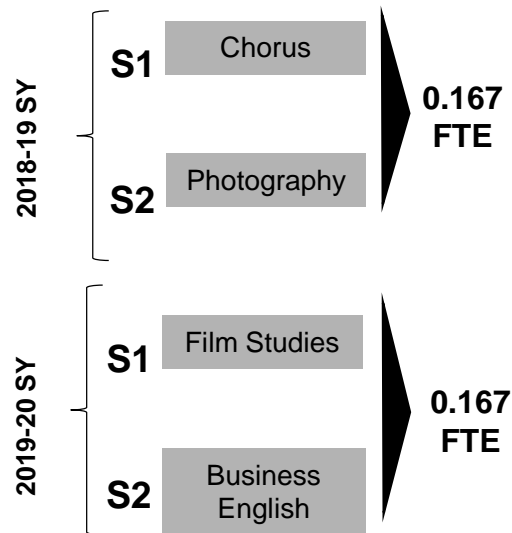
Non - HCS Example:



2. Rotate

Offer some courses once a year in a given semester to maximize the number of students taking the course at one time.

Non - HCS Example:



3. Eliminate based on thresholds

Consider establishing guidelines that put in place a minimum threshold of enrollment for a course as a pre-requisite for offering that course.

Non - HCS Example:



1.0 FTE Freed up



Staff shared that clear, consistent criteria for avoiding low enrollment, single-section courses are not in place.

B Low-Enrollment, Single Section Courses



“It’s **unclear if there are guidelines** around minimum enrollment.”

“We **could reduce some singleton classes** so that we could better utilize our teachers on staff.”

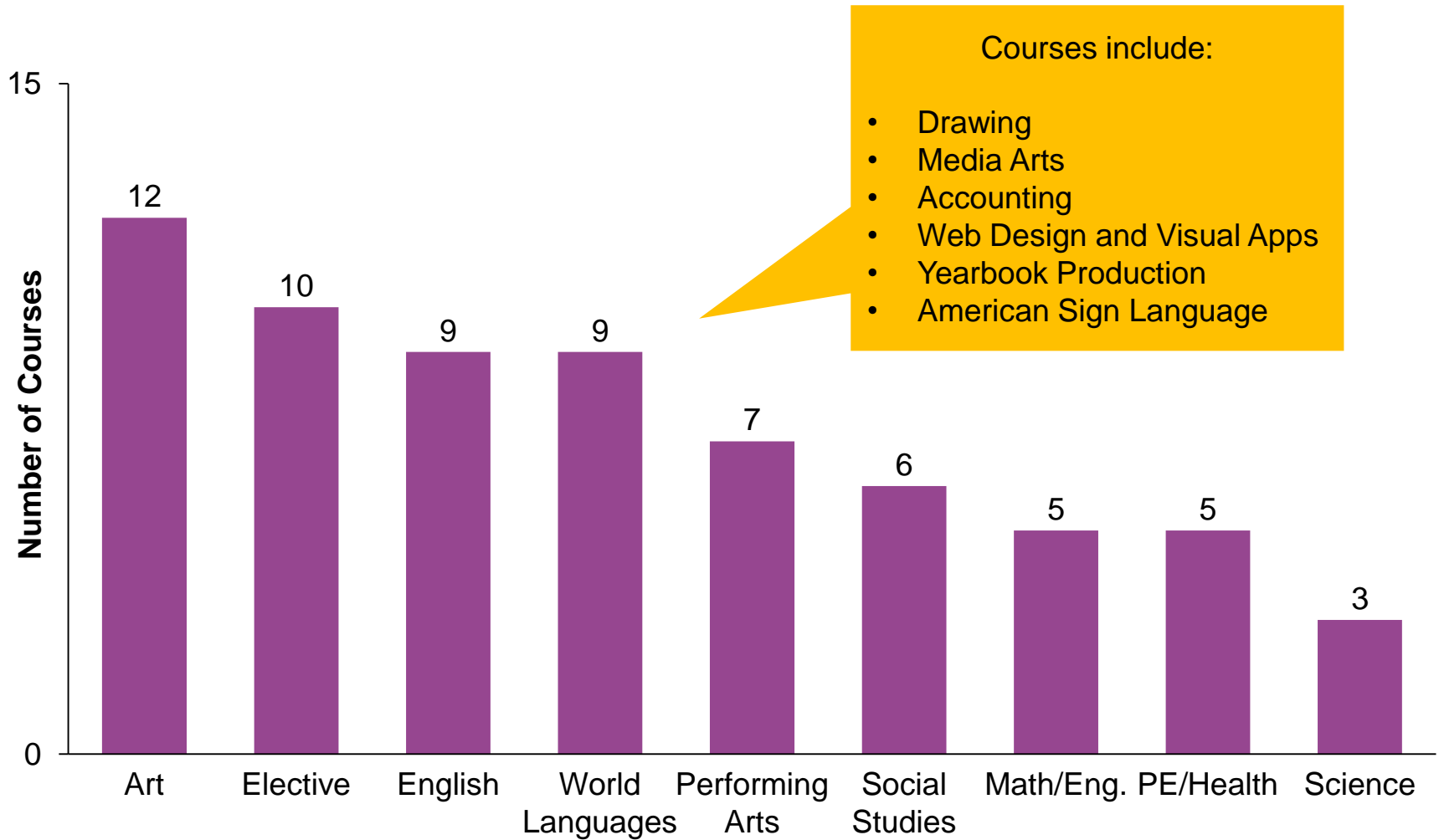
“We add so many classes here, but **oftentimes courses aren’t phased out or rotated out appropriately** once new ones are added.”

“We **always add** but never take away.”

“I don’t think that principals are **incentivized to reduce course offerings** when enrollment changes.”

At the high school level, 11 FTE are dedicated to single-section, low enrollment courses.

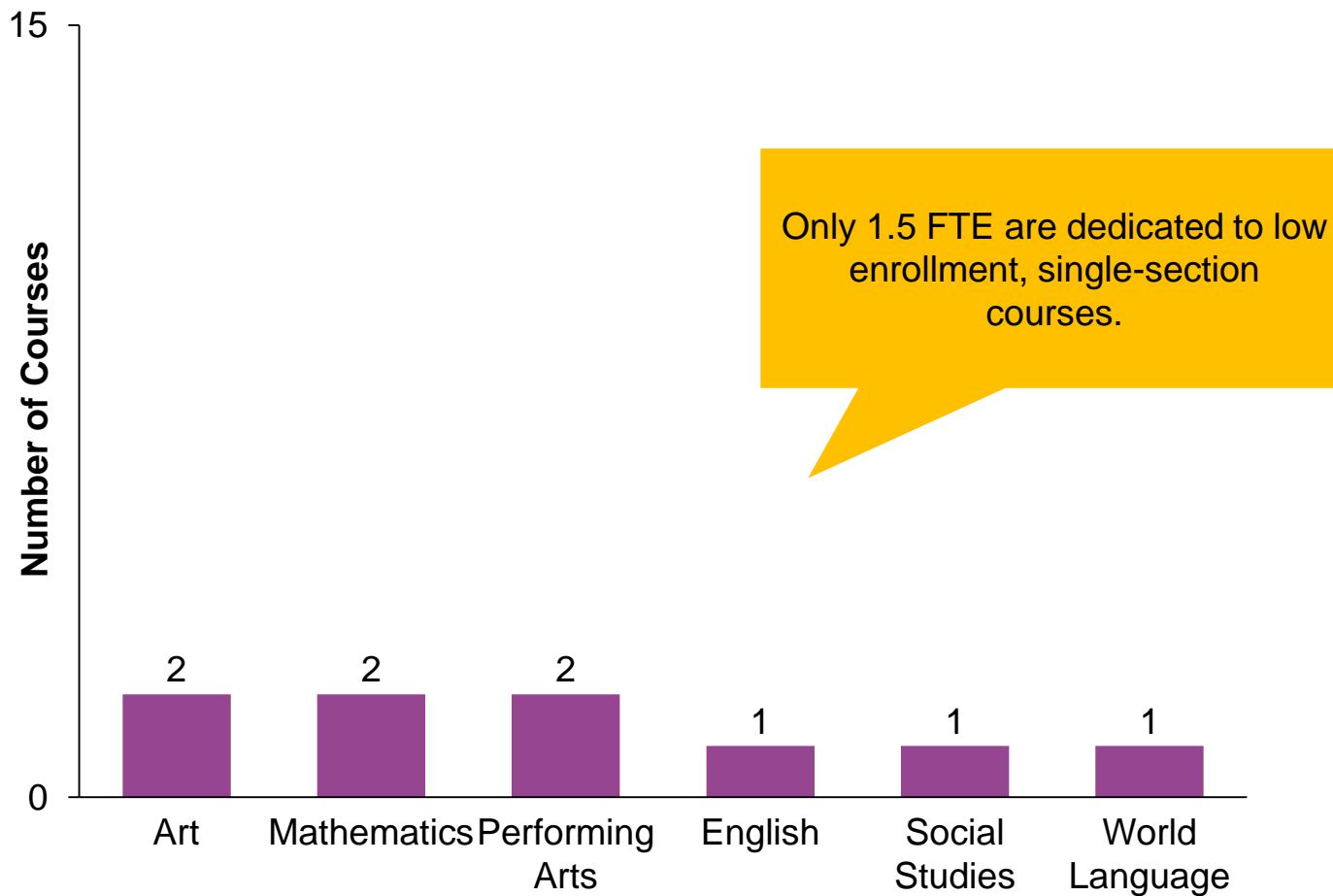
B High School: Single Section Low Enrollment Classes
Courses with Fewer than 18 Students Enrolled



Middle schools have fewer low-enrollment single-section courses.

B Middle School: Single Section Low Enrollment Classes

Courses with Fewer than 18 Students Enrolled



Moving some low enrollment, single-section courses to the Hub/ILC may be a good opportunity to free up teacher time while maintaining access.

B Common Low Enrollment, Single Section Courses High School

Course Name	Department	Total Sections	Total Enrollment	Moving Course To Hub/ILC		
				Sections Needed	New Avg Class Size	Potential FTE to Repurpose
Drawing 2	Art	2	29	1	29	0.17
AP Computer Science A	Elective	3	34	2	17	0.17
Game Design	Elective	3	35	2	17.5	0.17
Web Design and Visual Apps.	Elective	2	32	2	16	0
Journalism Production	English	2	29	1	29	0.17
Digital Electronics	Math/Eng.	4	65	3	21.7	0.17
Engineering Design/Development	Math/Eng.	4	71	3	23.7	0.17
Music Theory 1 & 2 Combined	Performing Arts	2	19	1	19	0.17
Color Guard	Performing Arts	3	43	2	21.5	0.17
Aerobics, Sculpting, & Fitness	PE/Health	3	36	2	18	0.17
AP European History	Social Studies	3	39	2	19.5	0.17
American Sign Language 2	World Language	3	45	2	22.5	0.17
Chinese 1	World Language	2	21	1	21	0.17
Total		36	498	24	275.3	2

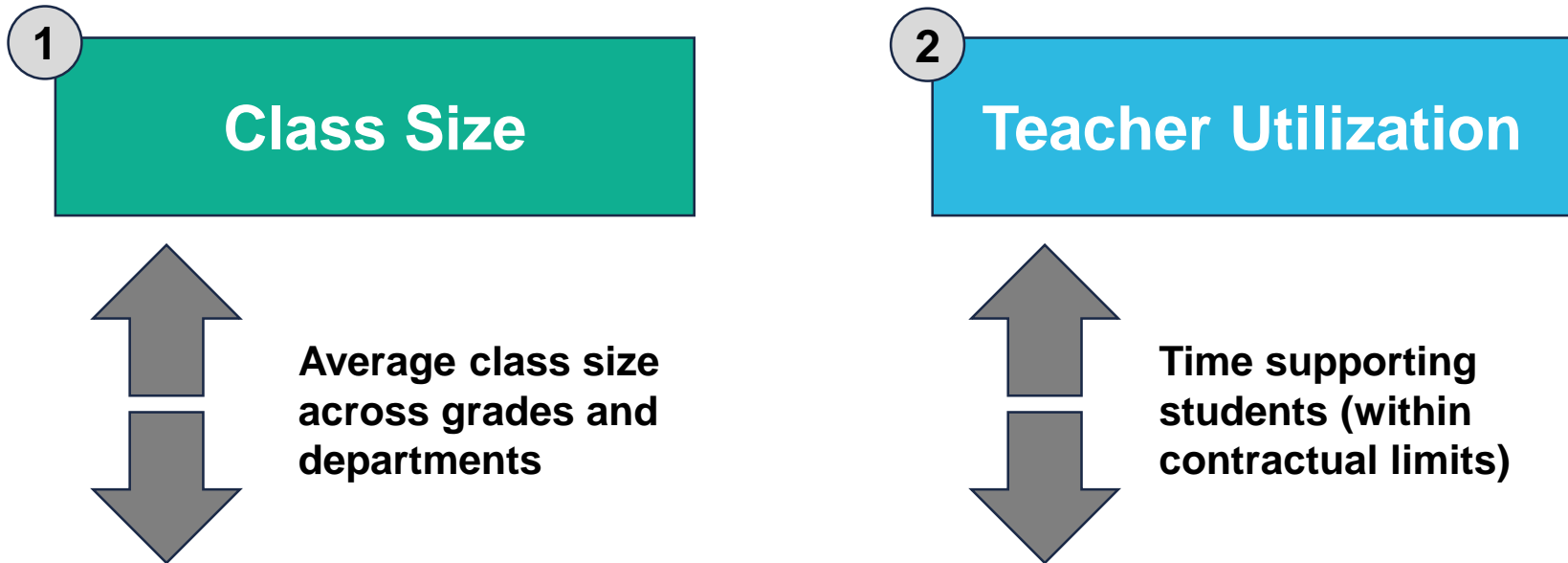
Moving these courses to the Hub/ILC could maintain student access to unique course offerings while freeing up 2 FTE to repurpose to other strategic initiatives.



Two primary factors determine the efficiency of a schedule: class size and teacher utilization.

c Schedule Efficiency Factors: Class Size & Teacher Utilization

2 GUIDELINES



Districts rarely manage these two factors proactively, leading to unintentional investment of resources rather than deliberate choices about class size and teacher load.



Strategically managing class sizes provides the opportunity to repurpose resources at the 6th grade schools.

C Impact of Adjusting Class Sizes Sixth Grade Schools

2 GUIDELINES

Department	Current		Scenario A: <i>Class sizes in line with current norms</i>			Scenario B: <i>Slightly larger class sizes</i>		
	Avg. Class Size	Largest Class Size	Projected Avg. Class Size	FTE for Repurposing if Teachers are Fully Utilized	Total FTE for Repurposing	Projected Avg. Class Size	FTE for Repurposing if Teachers are Fully Utilized	Total FTE for Repurposing
English	22.6	32	22.6	0.6	0.6	24.8	0.6	1.6
Mathematics	21.6	32	22.8	1.8	2.4	24.2	1.8	3
Science	25.4	31	25.4	0.2	0.2	27.2	0.2	1
Social Studies	25.1	31	25.1	0.2	0.2	27	0.2	1
Core Total	23.7	32	24	2.8	3.4	25.8	2.8	6.6
Art	24.6	31	27.1	0.3	0.5	27.1	0.3	0.5
Performing Arts	30.6	50	31.6	0	0.2	31.6	0	0.2
PE/Health	22.8	31	24.9	0.1	0.3	24.9	0.1	0.3
Non-Core Total	26	50	27.9	0.4	1	27.9	0.4	1
Grand Total	24.7	50	25.6	3.2	4.4	26.7	3.2	7.6

- Sixth grade schools are currently **investing resources in small English and Math classes.**
- By building more efficient teacher schedules, sixth grade schools could **repurpose up to 3.2 FTE of teacher time without raising class sizes. This staff could expand electives and interventions**

Note: for courses where a large class size is desirable (i.e. Band and Chorus), class sizes were kept at current levels.



Building thoughtful middle school teacher schedules to maximize their time provides the opportunity to repurpose resources without raising class sizes.

C Impact of Adjusting Class Sizes Middle Schools

Department	Current		Scenario A: <i>Class sizes in line with current norms</i>			Scenario B: <i>Slightly larger class sizes</i>		
	Avg. Class Size	Largest Class Size	Projected Avg. Class Size	FTE for Repurposing if Teachers are Fully Utilized	Total FTE for Repurposing	Projected Avg. Class Size	FTE for Repurposing if Teachers are Fully Utilized	Total FTE for Repurposing
English	19.9	30.0	22.7	4.2	6.5	24.1	4.2	7.5
Mathematics	23.1	30.0	22.9	3.2	3.0	25.3	3.2	4.7
Science	23.9	33.0	22.7	1.7	0.8	24.7	1.7	2.2
Social Studies	24.4	32.0	22.8	1.7	0.3	24.6	1.7	1.8
Core Total	23.4	33.0	23.4	13.7	13.8	25.0	13.7	19.8
Art	21.5	31.0	23.5	0.2	0.7	23.5	0.2	0.7
Elective	24.8	31.0	24.3	0.8	0.7	24.3	0.8	0.7
PE/Health	24.2	36.0	24.8	0.7	0.8	26.0	0.7	1.2
Performing Arts	33.8	71.0	33.1	1.0	0.8	33.1	1.0	0.8
World Language	24.5	32.0	23.8	0.3	0.2	24.5	0.3	0.3
Non-Core Total	25.8	71.0	25.9	3.0	3.2	26.3	3.0	3.7
Grand Total	24.5	71.0	24.5	16.7	17.0	25.6	16.7	23.5

- Middle schools are currently investing resources in small English and Art classes.
- Many teachers teach 5 academic classes and perform duties for a sixth period. By building more efficient teacher schedules, middle schools could **repurpose up to 16.7 FTE of teacher time without raising class sizes.**

Note: for courses where a large class size is desirable: Band, Chorus, etc, class sizes were kept at current levels.



High schools are currently investing teacher resources in five period teaching days.

C Impact of Adjusting Class Sizes High Schools

Department	Current		Scenario A: <i>Class sizes in line with current norms</i>			Scenario B: <i>Slightly larger class sizes</i>		
	Avg. Class Size	Largest Class Size	Projected Avg. Class Size	FTE for Repurposing if Teachers are Fully Utilized	Total FTE for Repurposing	Projected Avg. Class Size	FTE for Repurposing if Teachers are Fully Utilized	Total FTE for Repurposing
English	23.5	31.0	23.4	6.2	6.0	24.9	6.2	8.0
Math/Eng.	24.7	32.0	23.8	11.0	9.7	24.9	11.0	11.3
Science	24.3	32.0	23.7	5.1	4.3	25.0	5.1	6.3
Social Studies	25.3	32.0	23.8	5.6	3.7	24.8	5.6	5.0
World Language	22.4	35.0	23.2	3.0	3.7	23.6	3.0	4.0
Core Total	24.0	35.0	23.5	31.0	27.3	24.7	31.0	34.7
Art	21.6	32.0	20.7	0.5	0.0	20.7	0.5	0.0
Elective	23.5	33.0	22.9	0.5	0.2	23.2	0.5	0.3
Performing Arts	37.7	181.0	34.6	1.5	0.7	34.6	1.5	0.7
PE/Health	26.0	74.0	26.0	0.8	0.8	26.0	0.8	0.8
Non-Core Total	26.9	181.0	25.8	3.3	1.7	26.1	3.3	1.8
Grand Total	25.4	181.0	24.7	34.3	29.0	25.3	34.3	36.5

- High schools are currently **investing resources in small World Language and Art classes.**
- Many teachers teach 5 academic classes and perform duties for a sixth period. By building more efficient teacher schedules, middle schools could **repurpose up to 29 FTE of teacher time while slightly lowering class size averages.**

Note: for courses where a large class size is desirable: Band, Chorus, etc, class sizes were kept at current levels.



As next steps, the district might consider developing clear guidelines around roles, responsibilities and class sizes when allocating staff.

Future Considerations

- Create clear guidelines around class size, including mandatory minimums for single-section low enrollment courses.
- Align on common district expectations for staff workload and the expected responsibilities of certified and non-certified staff.
- Communicate roles and responsibilities around the staffing allocation process, including who the final decision-maker is when disagreements arise.
- Incentivize principal collaboration during the staff allocation process by creating protocols for discussion and information sharing.
- Assist schools in building schedules that maximize staff time.



Opportunities for Consideration

- 1 Ensure that the skills and expertise of classroom teachers are fully utilized in support of student learning.
- 2 Outline clear roles, decision-making rights, and class size guidelines when allocating staff across buildings.
- 3 Improve the system for creating shared staff, school and ILC/HUB schedules by scheduling collectively.
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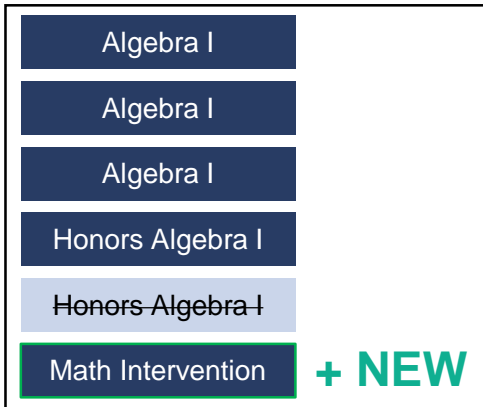
Expert schedulers look for opportunities to maximize the impact of all staff even when only partial FTE are available for repurposing.

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.

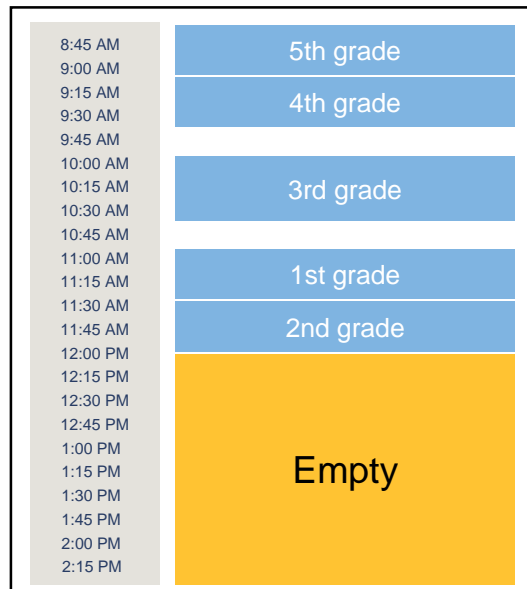
Core Example



2. Consider part-time staff

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

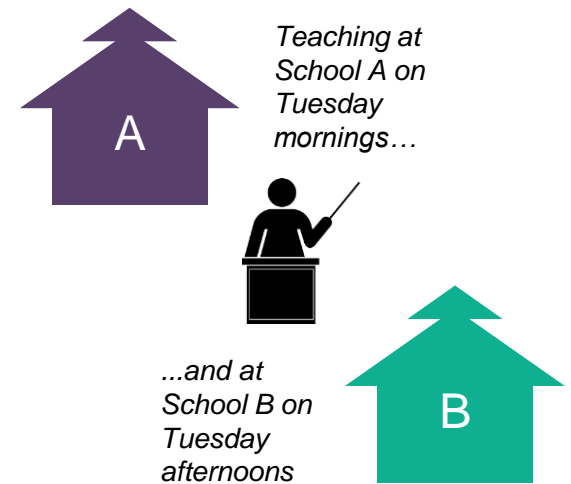
Scheduling Example



3. Consider shared staff

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

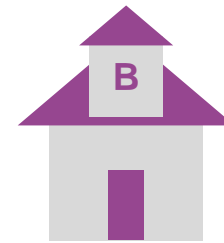
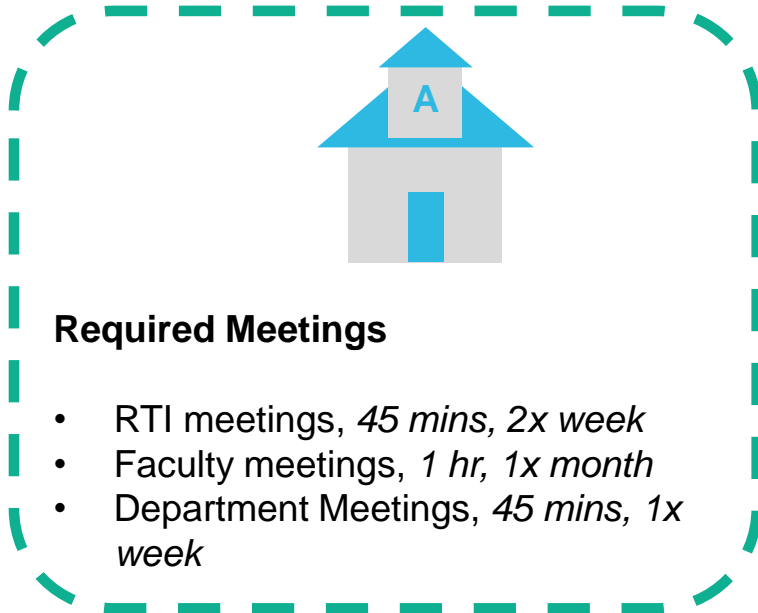
Example



Select a home building for shared staff to attend school-wide and department meetings in order to build a sense of belonging.

Best Practice: Assigning Shared Staff Home Buildings

3 SCHEDULING



Required Meetings

- RTI meetings, *30 mins, 3x week*
- Faculty meetings, *30 mins, 1x month*
- Department meetings, *30 mins, 2x week*

Choosing a home building can help shared staff **feel tied to the community** and **avoid doubling the amount of meetings** a shared staff member needs to attend.



Staff shared that the process for aligning school schedules with the ILC/HUB schedule is a source of frustration for some schools.

Feedback from Staff



“We have to **build their schedule around ILC/HUB restrictions**. It can be challenging.”

“The ILC/HUB schedule is built in March, which can cause a **delay for us if we want to build our schedule early.**”

“Changes in the ILC/HUB schedule later on in the year can have **huge implications at the building level**. We **often have to scramble last minute** when that happens.”

Staff also shared that the process for sharing staff enables district-wide efficiencies, but shared staff often don't feel supported.

Feedback from Staff

3 SCHEDULING



“Staff members who split their time across buildings **often feel isolated** and that they **don't have enough school-based support.**”

“I feel like our shared staff **don't belong to any building** or have enough support.”

“Our happiest staff members are full-time in the building. I think it's our shared staff that **fall through the cracks** sometimes.”



As next steps, the district might consider coordinating the scheduling and staff sharing process and ensuring shared staff have a “home.”

Future Considerations

3 SCHEDULING

Scheduling

- Set a clear timeline for the building of master schedules across the district.
- Ensure that the creation of the ILC/HUB schedule is a collaborative process that involves school-based scheduling staff.

Staffing

- Assign each shared staff member a “home” school. At this school, the staff member can create an office, attend staff meetings and collaborate with others.
- Ensure that bell schedules are synced across all secondary schools.
- Ensure that all secondary schools are on the same yearly schedule (i.e. quarters or trimesters).



Opportunities for Consideration

- 1 Ensure that the skills and expertise of classroom teachers are fully utilized in support of student learning.
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- 5 Strengthen intervention supports so that all struggling students receive targeted, extra-time supports from content experts.



Staff shared that middle school and 6th grade level non-core course offerings could be more tailored to student interests.

Feedback from Staff

4 STUDENT VOICE



“Students who don’t take music **don’t really have much choice in the electives** they can take.”

“Some electives **are outdated and not aligned with school or district priorities.**”

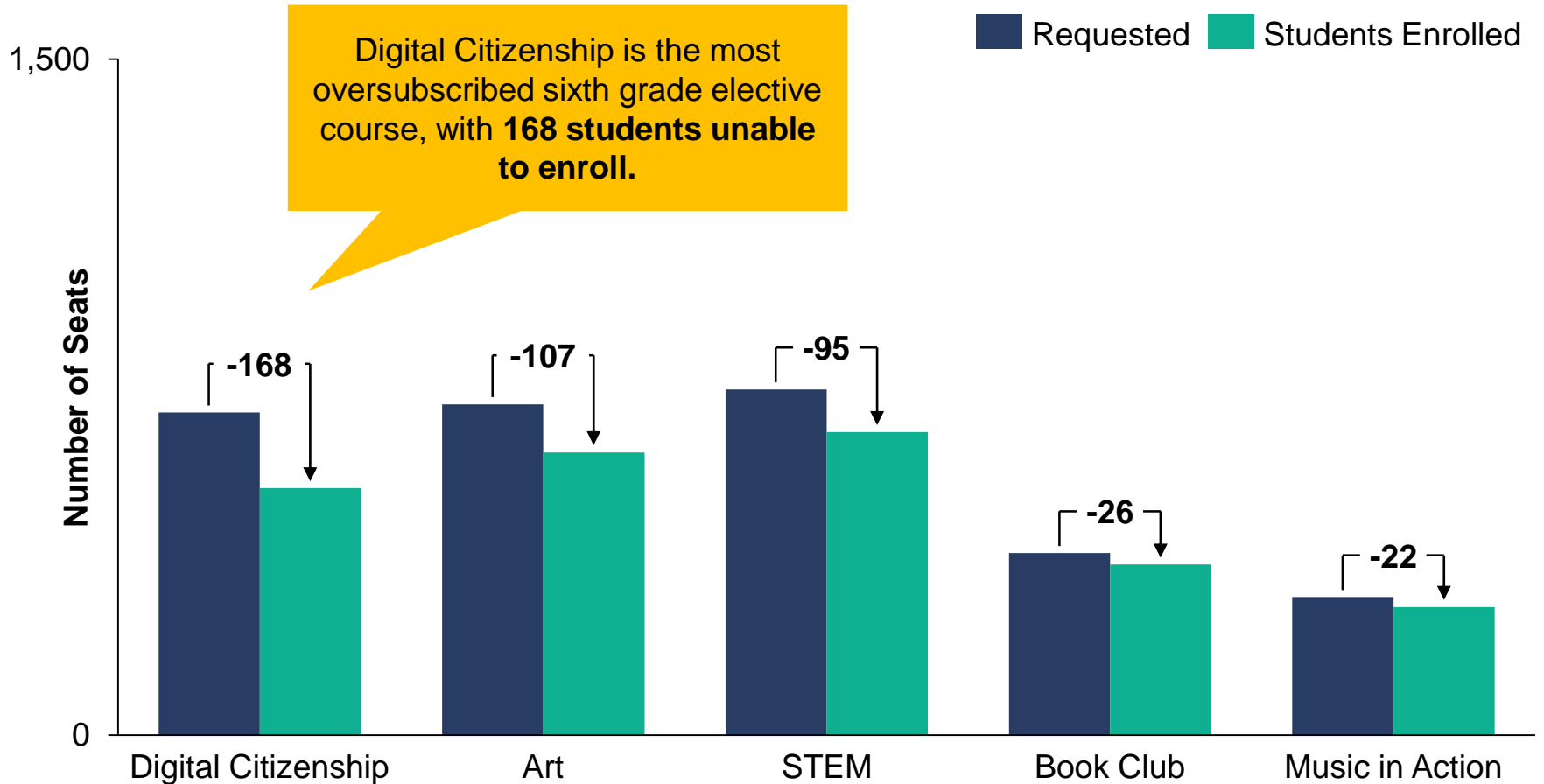
“Many electives are over-subscribed, but **staffing doesn’t adjust to increase or decrease** where it’s necessary.”



The demand for seats in Digital Citizenship, Art, and STEM courses outstrips the number of seats available in the 6th grade.

Top Over-Requested Courses Sixth Grade Schools

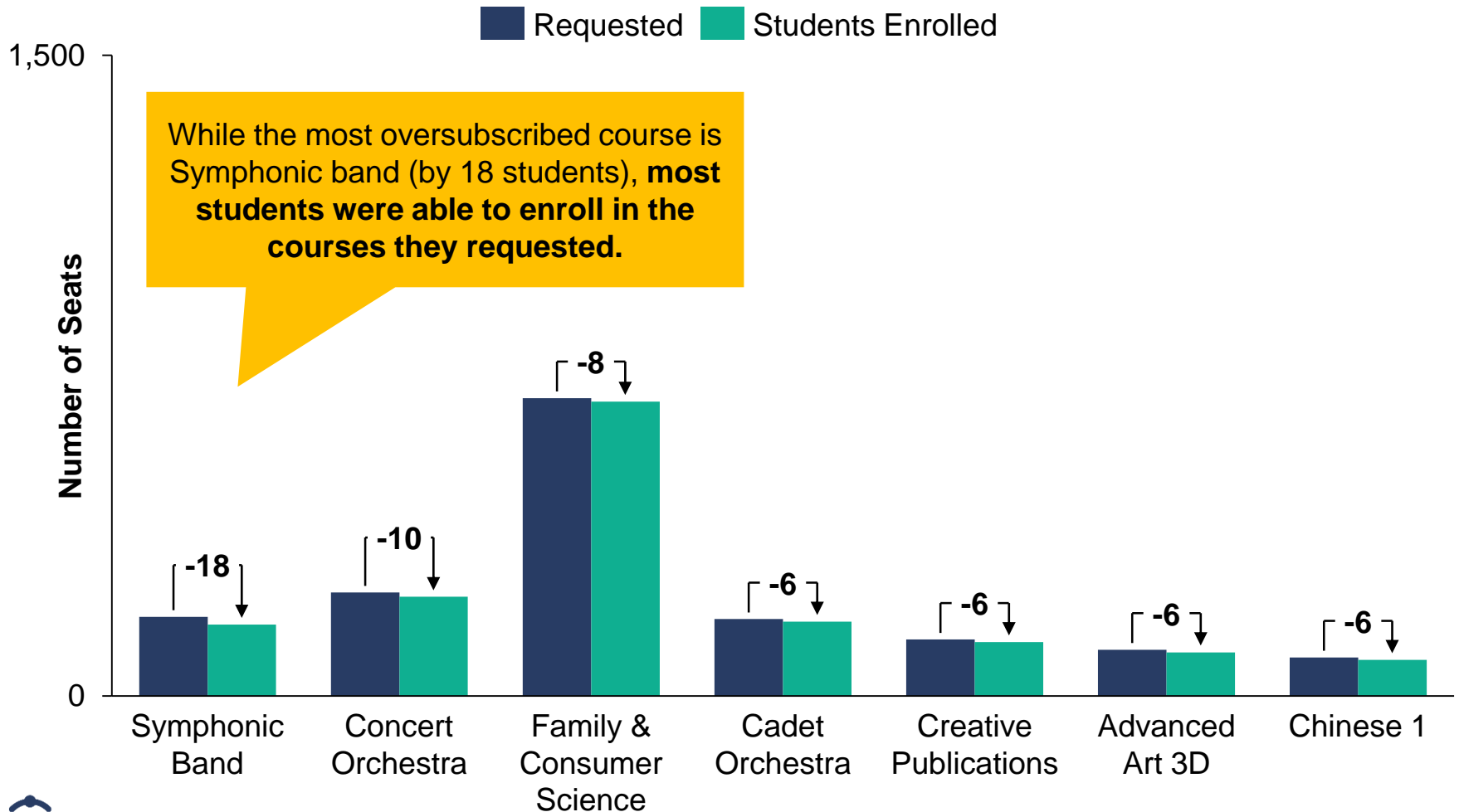
4 STUDENT VOICE



Middle school tends to be more balanced since most students got the courses that they requested.

Top Over-Requested Courses Middle Schools

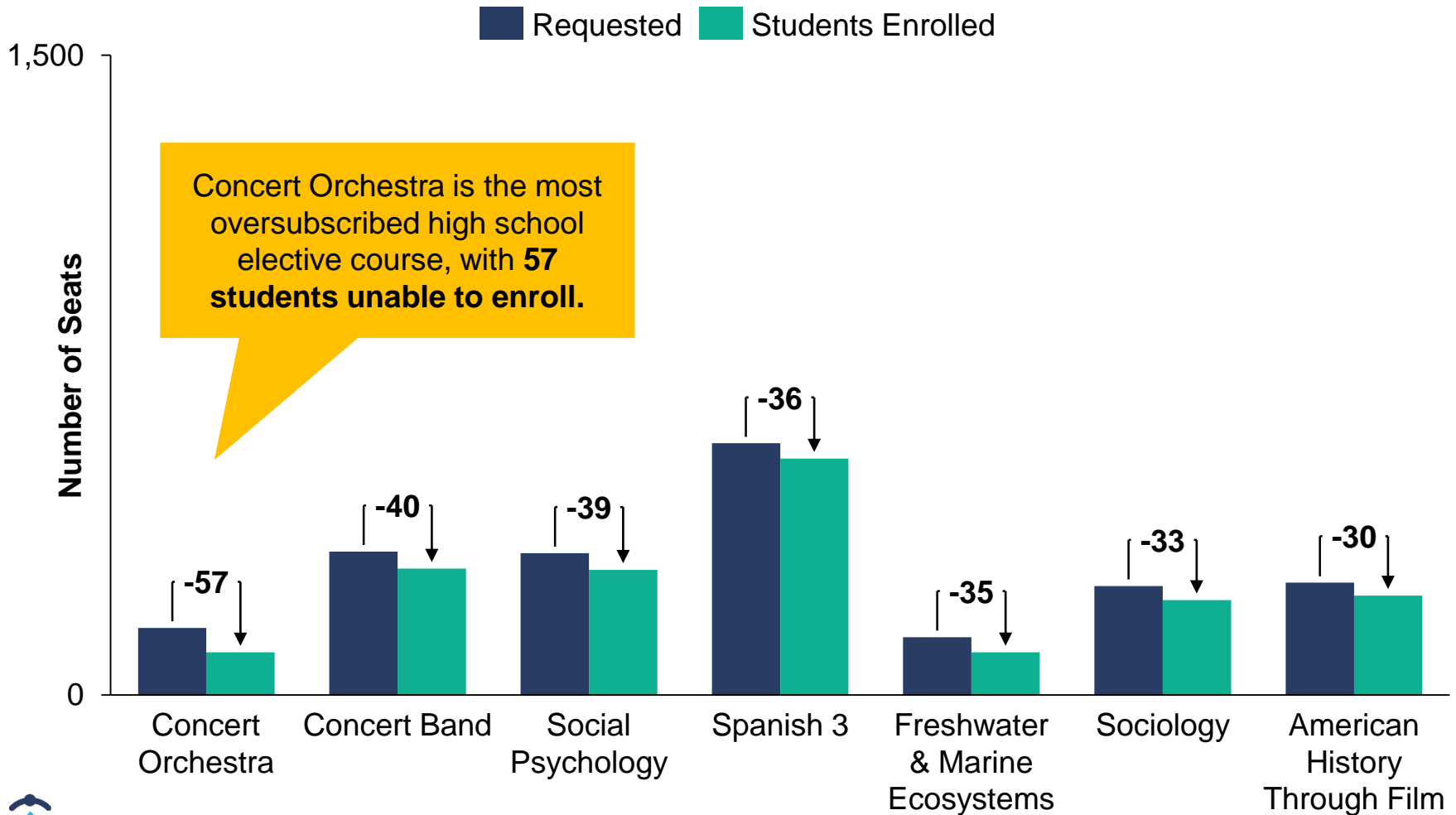
4 STUDENT VOICE



Music, social studies, and Spanish 3 courses were the most overenrolled courses at the high school level.

Top Over-Requested Courses High Schools

4 STUDENT VOICE



Staff also shared that high school course offerings for career-bound students could be strengthened.

Feedback from Staff

4 STUDENT VOICE



“There are **not enough interesting, high-rigor courses** for academically challenged or disinterested students.”

“Courses that cater to non-advanced students or students who are interested in more career-focused opportunities are **consistently oversubscribed.**”

“Students who are not going to college are **overlooked in course offerings and staffing.**”

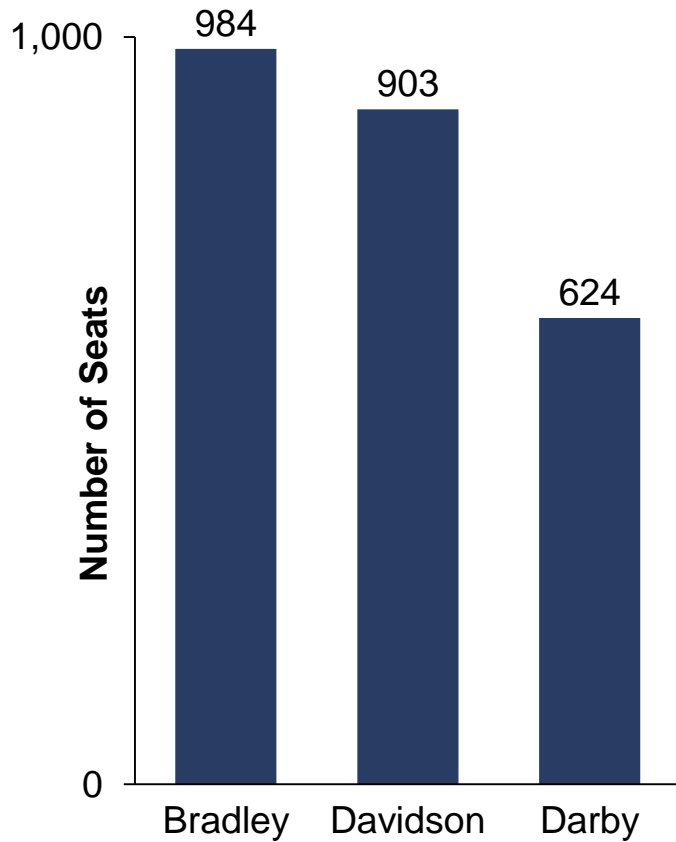
“I feel like we **don’t have enough courses for students who don’t plan to go to college.**”



Staff highlighted that students who are underserved by the current course offerings often end up in study hall.

Student Participation in Study Halls *High School*

4 STUDENT VOICE



Though the district does have a partnership with the Tolles Career and Technical Center, staff shared that they felt like there were **not enough course offerings for career-bound students**:

“Sometimes students will end up **in study hall because there is nowhere else to put them.**”



As next steps, the district might explore ways to better match the range of elective courses offered to student interest.

Future Considerations

4 STUDENT VOICE

- Examine the electives offered at the middle school in order to increase student choice and relevance to student interest.
- Determine which non-core courses should be mandatory and exploratory for all students and which non-core courses should be subject to student choice.
- Ensure that lower-achieving students in the high school have access to a variety of career and technical classes so that are prepared to enter the workforce.
- Consider teacher expertise (not just certification) when assigning staff to high-interest courses.



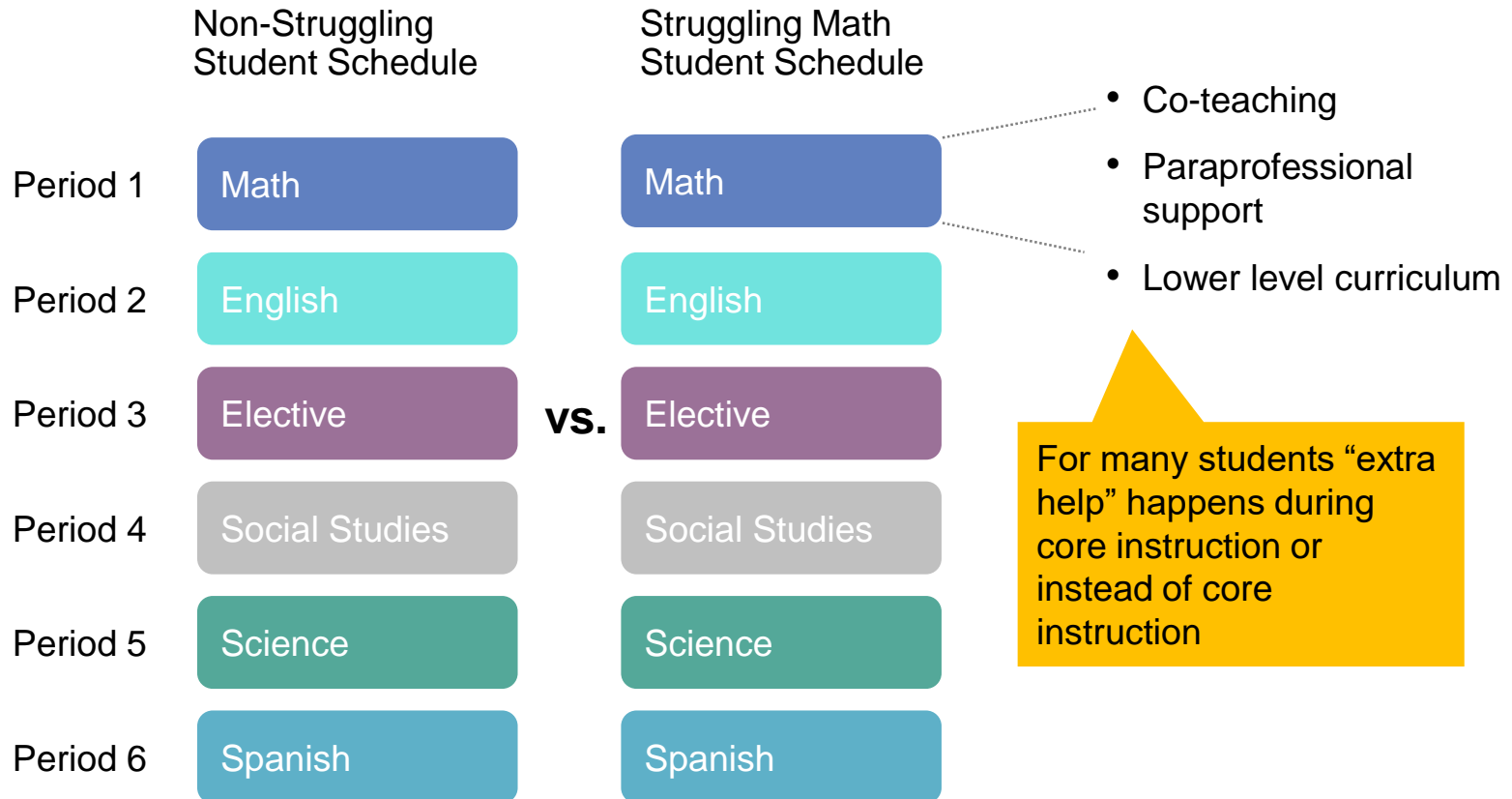
Opportunities for Consideration

- 1 Ensure that the skills and expertise of classroom teachers are fully utilized in support of student learning.
- 2 Outline clear roles, decision-making rights, and class size guidelines when allocating staff across buildings.
- 3 Improve the system for creating shared staff, school and ILC/HUB schedules by scheduling collectively.
- 4 Further expand the role of student voice in the determination of course offerings.
- 5 Strengthen intervention supports so that all struggling students receive targeted, extra-time supports from content experts.



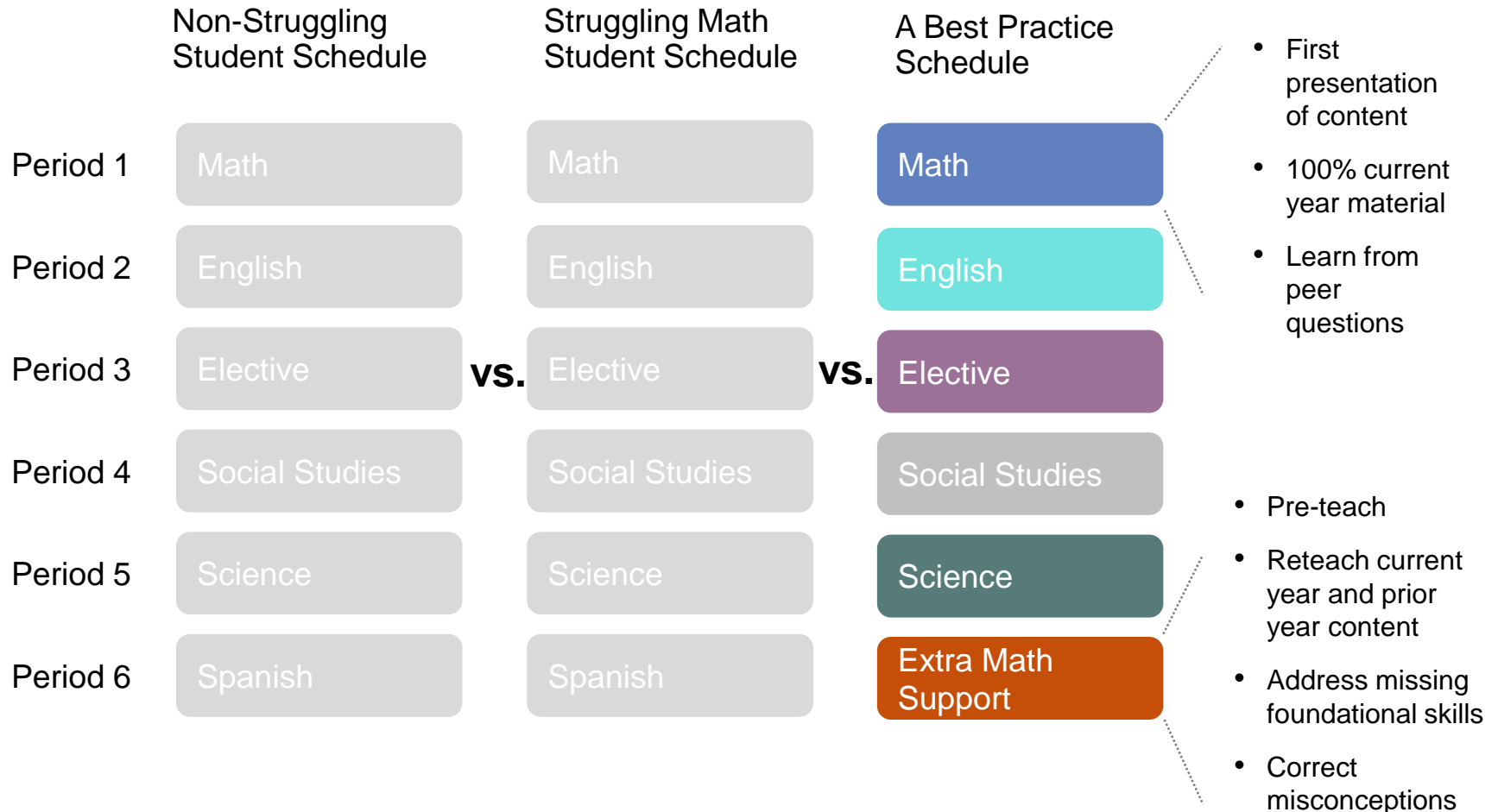
In many districts at the secondary level, “extra help” happens during or instead of core instruction and is provided by less skilled staff.

Typical Practice: Secondary Intervention Strategy



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

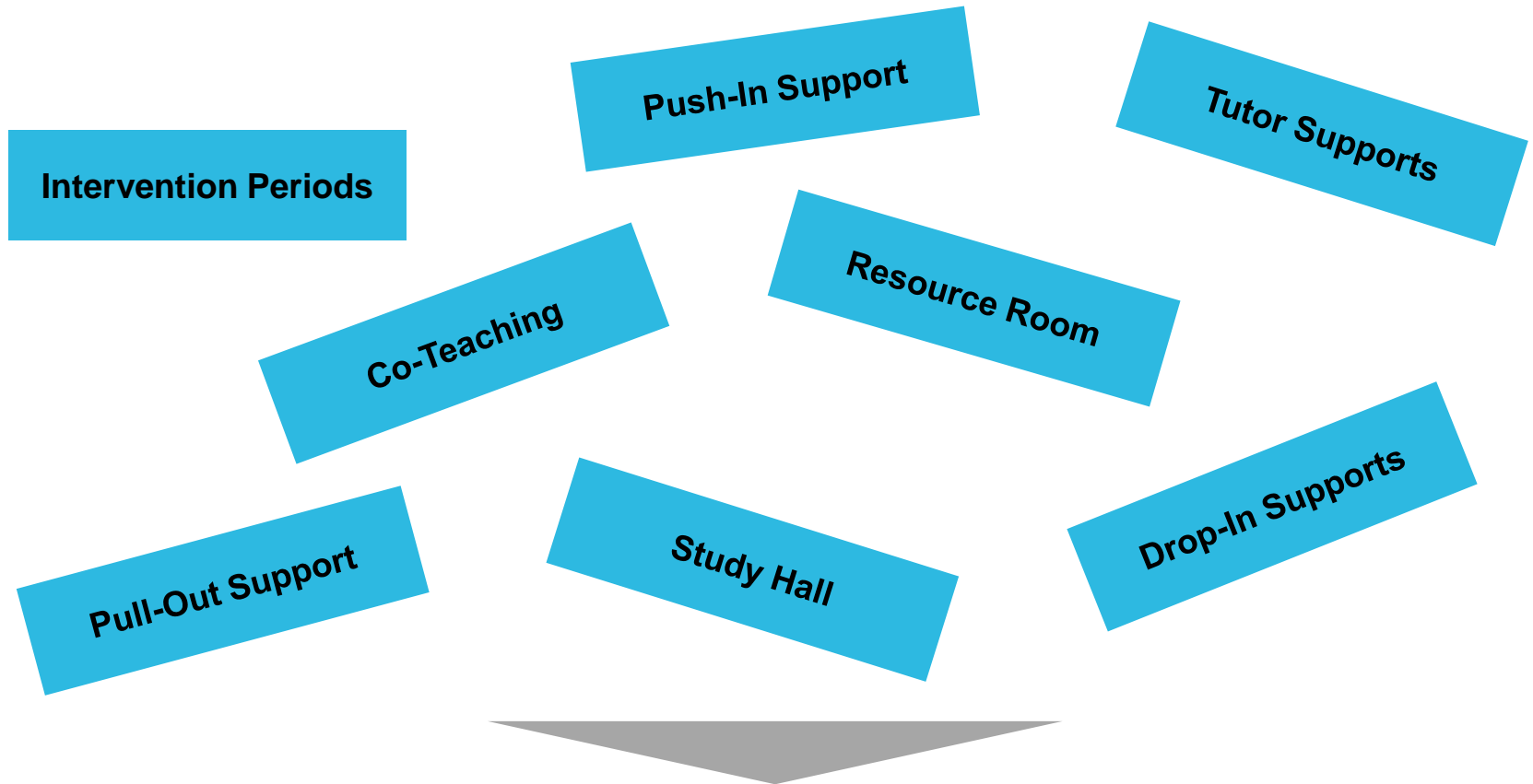
Best Practice: Secondary Intervention Strategy



Staff shared that there are currently a variety of supports in place for struggling students, and that they vary from school to school.

Current Supports in Place

5 INTERVENTION



It is unclear how these various supports fit together to create a coordinated intervention system that is aligned to best practice.



Staff also shared that many intervention supports are not targeted, extra-time supports from content experts, and that there can be enrollment delays.

Feedback from Staff

5 INTERVENTION



“Sometimes tutors are used as teachers. They often **don’t have the skill to effectively support students** in that way.”

“I wish we had **more interventions by subject area**. I feel that this would provide students with supports that more directly match their areas of need.”

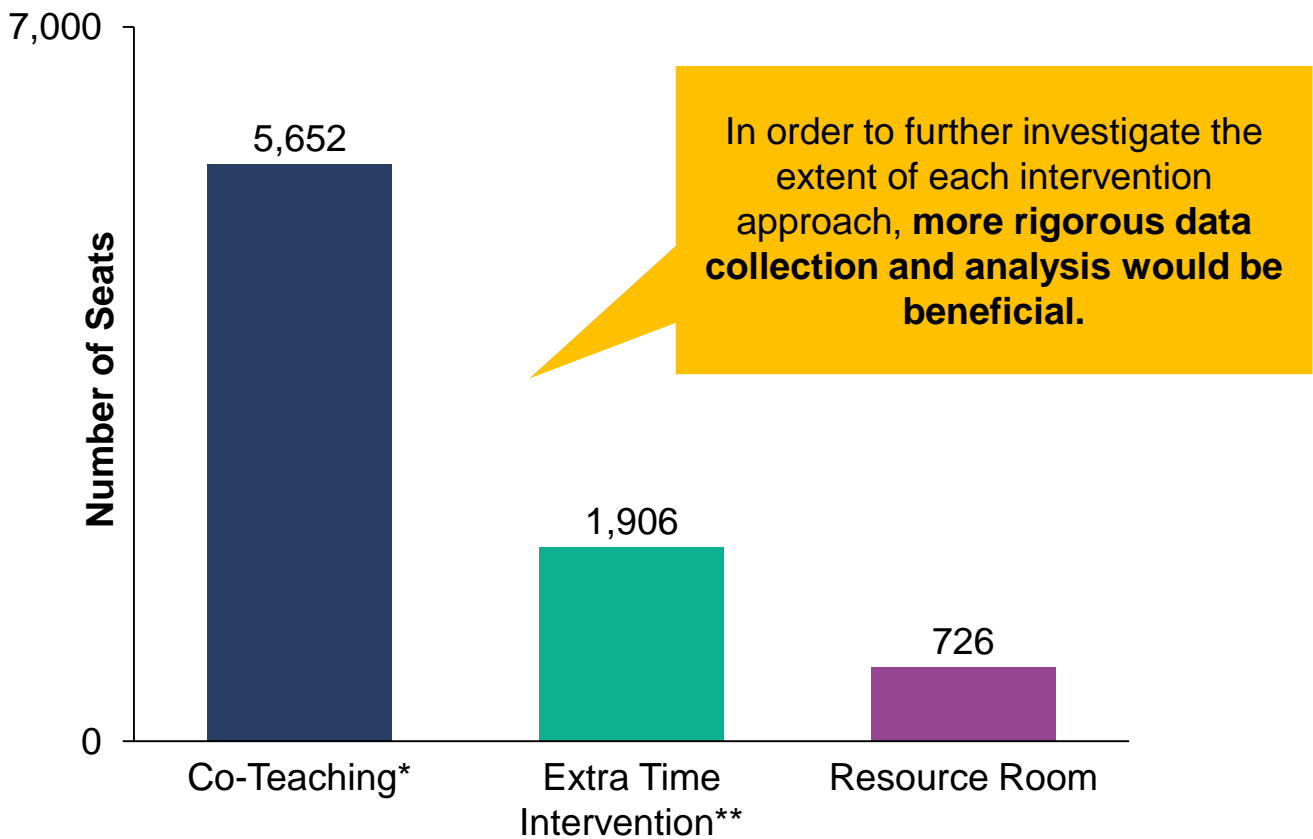
“We often **depend on co-teaching** as the main support for struggling students, especially for students with disabilities.”

“We **could better plan for enrollment in our extra help classes** if we used data earlier and more strategically.”



The district uses multiple approaches to providing intervention, and their ability to track the prevalence of each approach could be refined.

Number of Seats in Intervention Supports By Type of Intervention, Secondary Level



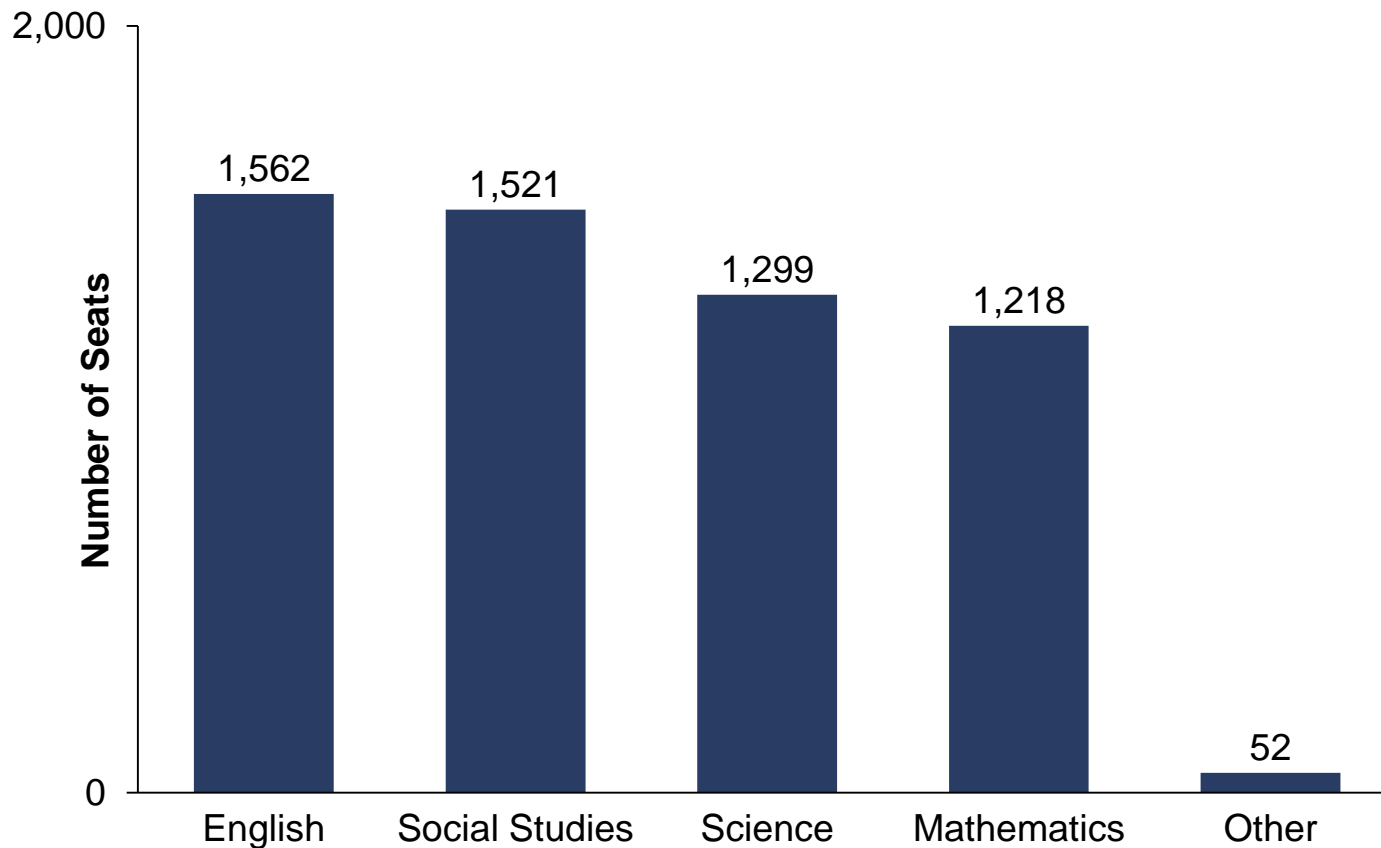
*The number of co-taught seats includes all students in a co-taught classroom. As a next step, the district might consider identifying the number of students who have co-teaching as a support listed on their IEPs.

**The number of extra time intervention seats includes 324 seats in drop-in intervention.



There are 30% fewer seats in co-taught Mathematics classes than in English classes.

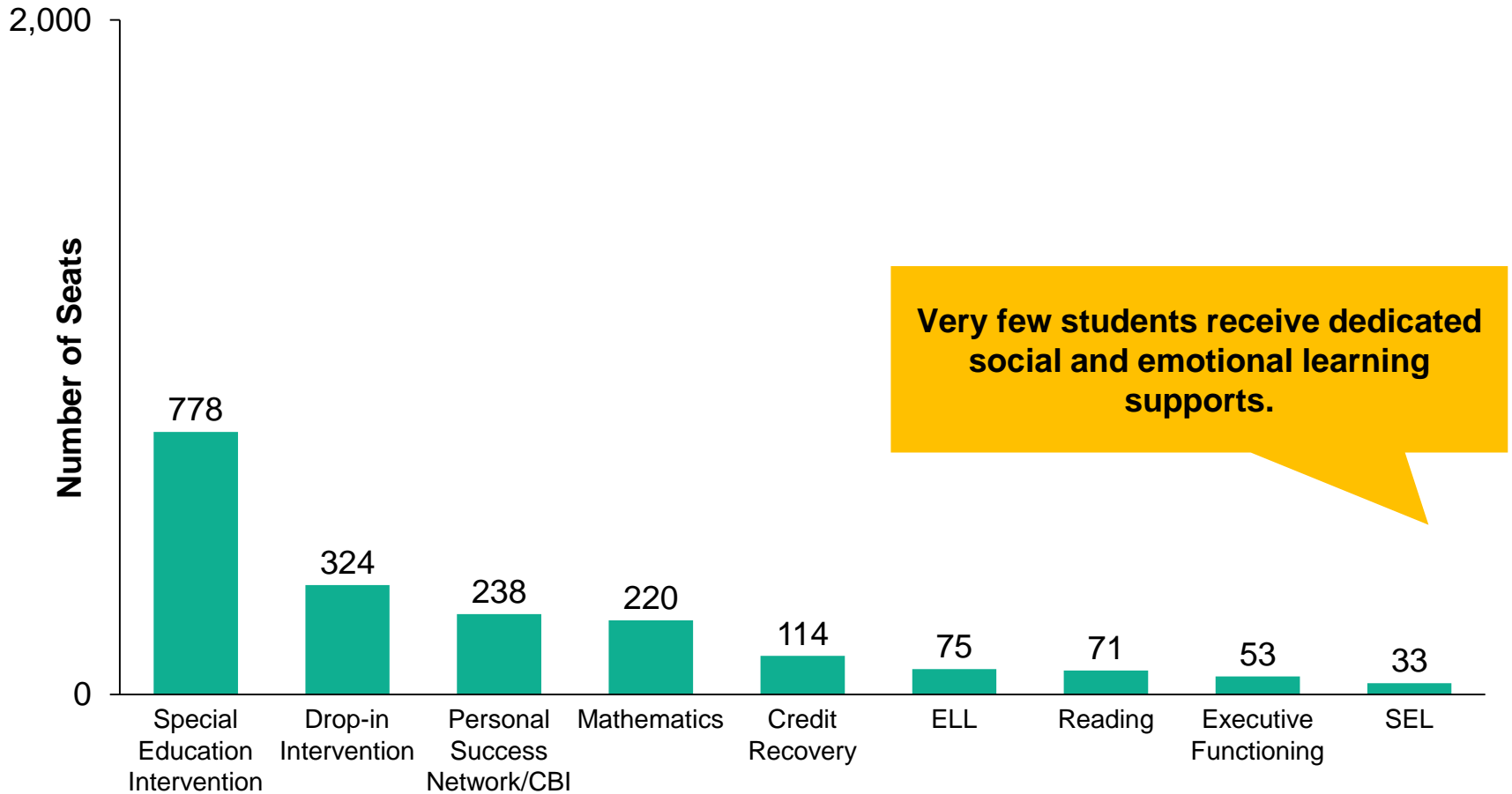
Co-teaching: Number of Seats
By Department, Secondary Level



Special Education intervention supports account for 41% of seats in interventions.

Extra Time Intervention: Number of Seats *By Type of Intervention, Secondary Level*

5 INTERVENTION



The district dedicates the most teaching staff to providing extra time interventions to students.

Breakdown of Intervention Supports* *Secondary Level*

Support	No. of Seats	No. of FTE	Cost**
Extra Time Intervention Supports	1906	63.9	\$3,375,673 - \$6,644,177
Co-Teaching	5327	41.6	\$4,331,199
Resource Room	726	27.1	\$2,822,735
Grand Total	8440	180.3	\$10,529,607 - \$13,798,111

Extra time intervention supports for students include: **drop-in help, credit recovery, reading help, math help, and social, emotional, and behavioral supports.**

*Tutors, general education teachers, and intervention specialists provide a variety of supports. Typically, resource room supports are provided by intervention specialists, co-teaching supports are provided by a general education-intervention specialist teacher team, and extra time intervention supports are provided by a mix of general education teachers, intervention specialists, and tutors.

**The cost of each support was calculated by multiplying the average cost of salary and benefits (Certified Tutors – \$52,855, Certified Teachers – \$104,032) by the amount of FTE dedicated to providing supports. Because extra time intervention supports are provided by different staff roles, the cost of supports is displayed as a range.



The district invests different levels of resources in a wide variety of intervention supports.

Detailed Breakdown of Intervention Supports Secondary Level

Type	Students Supported	Subject Area	No. of Seats	No. of FTE	Cost
Co-Taught	Special Education & General Education Students	English	1562	12.5	\$1,296,932
		Social Studies	1521	10.3	\$1,074,997
		Science	1299	9.4	\$974,433
		Mathematics	1218	9.1	\$950,159
		Elective	23	0.2	\$17,339
		Physical Education/Health	29	0.2	\$17,339
	Total	5652	41.6	\$4,331,199	
Extra Time Intervention Supports	Special Education	SPED Intervention	778	23.9	\$1,264,996 - \$2,489,833
	Special Education & General Education Students	Drop-in Intervention	324	15.0	\$791,063 - \$1,557,012
		Mathematics	220	8.9	\$468,648 - \$922,417
		Credit Recovery	114	5.0	\$264,275 - \$520,160
		Personal Success Network/CBI	238	4.7	\$246,657 - \$485,483
	English Language Learners	ELL	75	1.8	\$96,901 - \$190,725
	Special Education & General Education Students	Executive Functioning	53	1.7	\$91,615 - \$180,322
		Reading	71	2.5	\$133,899 - \$263,548
		SEL	33	0.3	\$17,618 - \$34,677
	Total	1906	63.9	\$3,375,673 - \$6,644,177	
Resource Room	Special Education	Mathematics	306	9.8	\$1,022,981
		English	264	8.7	\$908,546
		Decisions	94	4.7	\$485,483
		Science	14	1.4	\$142,177
		Social Studies	31	1.4	\$142,177
		Physical Education/Health	17	1.2	\$121,371
	Total	726	27.1	\$2,822,735	
Grand Total	8284	132.6	\$10,529,607 - \$13,798,111		

Most general education students receive opt-in help through **drop-in** intervention.

*As a next step, the district might consider exploring the number of students who have co-teaching supports written into their IEPs in order to calculate the cost of co-teaching per student.

As a next step, the district might consider prioritizing a few targeted, extra-time intervention supports that it can refine and scale district-wide.

Future Considerations

5 INTERVENTION

- Identify specific examples of best-practice intervention support occurring in the district.
 - These best-practice intervention supports should be extra-time, academically targeted supports that are taught by content experts and built into the school schedule for students.
- Explore opportunities to scale those best practices district-wide.
- Consider maximizing the utilization of classroom teachers by having them play a bigger role in providing targeted intervention support.
- Consider staggering teacher start times to staff extra-time periods of intervention support.



Agenda

Introductions & Methodology

Commendations

Opportunities

Next Steps



Next Steps

- DMGroup will continue to incorporate district feedback.





District Management Group

Helping Schools and
Students Thrive

If you have any comments or questions about the contents of this document, please contact District Management Group:

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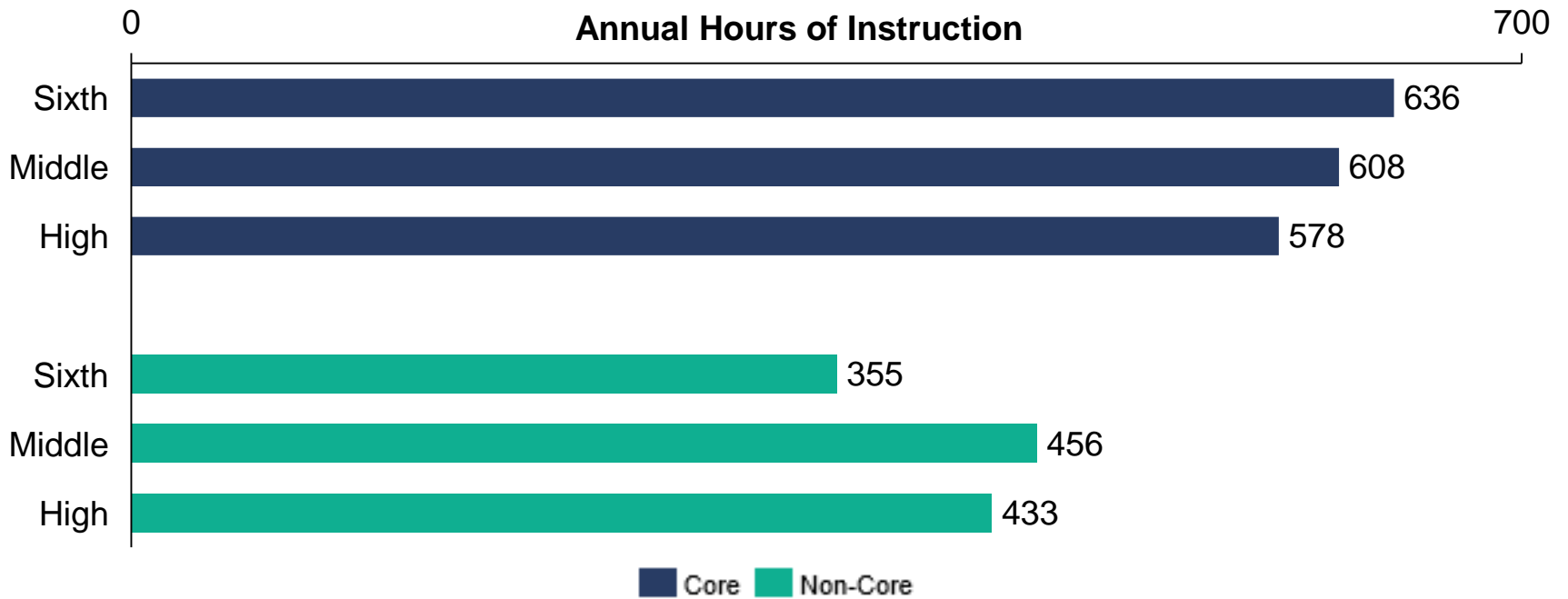
Mail: 133 Federal Street, Boston, MA 02110



APPENDIX



Student Access to Core Instruction

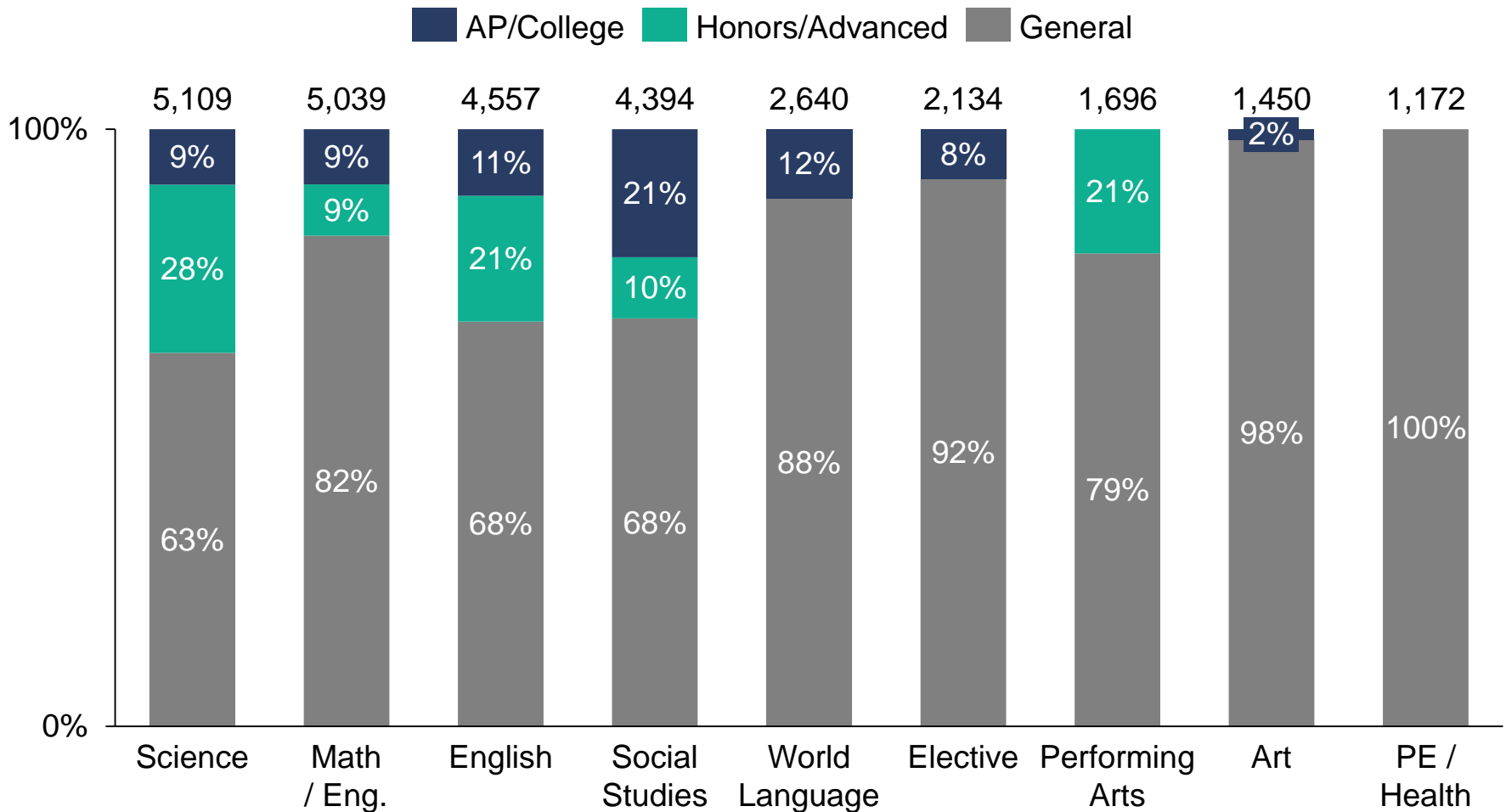


- Students in upper grades have a larger variety of electives.
- Students at the high school can take advantage of “Period 0” to increase the number of courses that they take.



High School Seats in Rigorous Courses

By Department



Middle School Seats in Rigorous Courses

By Department

