Aligning Course Offerings and Staffing Patterns to District and School Priorities

Preliminary Findings

January 10th, 2019
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
Agenda

Introductions & Methodology

Commendations

Opportunities

Next Steps
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**

**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

**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

**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

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.
Agenda

Introductions & Methodology
Commendations

Opportunities

Next Steps
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.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ensure that the skills and expertise of classroom teachers are fully utilized in support of student learning.</td>
</tr>
<tr>
<td>2</td>
<td>Outline clear roles, decision-making rights, and class size guidelines when allocating staff across buildings.</td>
</tr>
<tr>
<td>3</td>
<td>Improve the system for creating shared staff, school and ILC/HUB schedules by scheduling collectively.</td>
</tr>
<tr>
<td>4</td>
<td>Further expand the role of student voice in the determination of course offerings.</td>
</tr>
<tr>
<td>5</td>
<td>Strengthen intervention supports so that all struggling students receive targeted, extra-time supports from content experts.</td>
</tr>
</tbody>
</table>
General education teachers spend varying amounts of time teaching core periods.

Sample High School Science Teacher Schedules

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

Teacher B: 5 Academic Periods + Duty

- Period 1: Physics
- Period 2: Physics
- Period 3: Lunch
- Period 4: Plan
- Period 5: Physics
- Period 6: Physics
- Period 7: Physics
- Period 8: Duties

**VS**

- 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**

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

“Some teachers teach six classes a day. Others spend their 6\textsuperscript{th} 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

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).

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

During this time a building principals may assign duties to teachers or allow them to use the time as extra prep time.
Math teachers also tend to spend more of their time providing interventions than their peers.

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

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*

The average caseload of general education teachers across all secondary schools and departments is 129 students.

**Note:** Science and Social Studies Departments tend to have higher caseloads, and 6th Grade and Middle Schools tend to have lower caseloads.
As next steps, the district might consider increasing the instructional time of teachers and shifting assigned school duties to non-certified staff.

Future Considerations

- 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.

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.
Staff shared 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

“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.

**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:*
   
<table>
<thead>
<tr>
<th>2018-19 SY</th>
<th>2019-20 SY</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1 French 2</td>
<td>S1 Film Studies</td>
</tr>
<tr>
<td>+ French 3 &amp; 4</td>
<td>+ S2 Business English</td>
</tr>
</tbody>
</table>
   
   0.333 FTE

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:*
   
<table>
<thead>
<tr>
<th>2018-19 SY</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1 Chorus</td>
</tr>
<tr>
<td>+ S2 Photography</td>
</tr>
</tbody>
</table>
   
   0.167 FTE

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:*
   
<table>
<thead>
<tr>
<th>2018-19 SY</th>
</tr>
</thead>
<tbody>
<tr>
<td>S1 Forensic Science</td>
</tr>
</tbody>
</table>
   
   0.333 FTE

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

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.

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

Courses include:
- Drawing
- Media Arts
- Accounting
- Web Design and Visual Apps
- Yearbook Production
- American Sign Language
Middle schools have fewer low-enrollment single-section courses.

### Middle School: Single Section Low Enrollment Classes

Courses with Fewer than 18 Students Enrolled

- Art: 2 courses
- Mathematics: 2 courses
- Performing Arts: 2 courses
- English: 1 course
- Social Studies: 1 course
- World Language: 1 course

Only 1.5 FTE are dedicated to low enrollment, single-section courses.
Moving some low enrollment, single-section courses to the Hub/ILC may be a good opportunity to free up teacher time while maintaining access.

### Common Low Enrollment, Single Section Courses

#### High School

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

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.

**Schedule Efficiency Factors: Class Size & Teacher Utilization**

1. **Class Size**
   - Average class size across grades and departments

2. **Teacher Utilization**
   - Time supporting students (within contractual limits)

*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.

**Impact of Adjusting Class Sizes**

*Sixth Grade Schools*

<table>
<thead>
<tr>
<th>Department</th>
<th>Current Avg. Class Size</th>
<th>Current Largest Class Size</th>
<th>Scenario A: Class sizes in line with current norms</th>
<th>Scenario B: Slightly larger class sizes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Avg. Class Size</td>
<td>Largest Class Size</td>
<td>Projected Avg. Class Size</td>
<td>FTE for Repurposing if Teachers are Fully Utilized</td>
</tr>
<tr>
<td>English</td>
<td>22.6</td>
<td>32</td>
<td>22.6</td>
<td>0.6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>21.6</td>
<td>32</td>
<td>22.8</td>
<td>1.8</td>
</tr>
<tr>
<td>Science</td>
<td>25.4</td>
<td>31</td>
<td>25.4</td>
<td>0.2</td>
</tr>
<tr>
<td>Social Studies</td>
<td>25.1</td>
<td>31</td>
<td>25.1</td>
<td>0.2</td>
</tr>
<tr>
<td>Core Total</td>
<td>23.7</td>
<td>32</td>
<td>24</td>
<td>2.8</td>
</tr>
<tr>
<td>Art</td>
<td>24.6</td>
<td>31</td>
<td>27.1</td>
<td>0.3</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>30.6</td>
<td>50</td>
<td>31.6</td>
<td>0</td>
</tr>
<tr>
<td>PE/Health</td>
<td>22.8</td>
<td>31</td>
<td>24.9</td>
<td>0.1</td>
</tr>
<tr>
<td>Non-Core Total</td>
<td>26</td>
<td>50</td>
<td>27.9</td>
<td>0.4</td>
</tr>
<tr>
<td>Grand Total</td>
<td>24.7</td>
<td>50</td>
<td>25.6</td>
<td>3.2</td>
</tr>
</tbody>
</table>

- 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.

### Impact of Adjusting Class Sizes

**Middle Schools**

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

- 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.

**Impact of Adjusting Class Sizes**

**High Schools**

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

- 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.

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.
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.

<table>
<thead>
<tr>
<th>Core Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
</tr>
<tr>
<td>Algebra I</td>
</tr>
<tr>
<td>Algebra I</td>
</tr>
<tr>
<td>Honors Algebra I</td>
</tr>
<tr>
<td>Honors Algebra I</td>
</tr>
<tr>
<td>Math Intervention + NEW</td>
</tr>
</tbody>
</table>

2. **Consider part-time staff**

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

### Scheduling Example

<table>
<thead>
<tr>
<th>Time</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45 AM</td>
<td>5th grade</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>4th grade</td>
</tr>
<tr>
<td>9:15 AM</td>
<td>3rd grade</td>
</tr>
<tr>
<td>9:30 AM</td>
<td>2nd grade</td>
</tr>
<tr>
<td>9:45 AM</td>
<td>1st grade</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Empty</td>
</tr>
</tbody>
</table>

3. **Consider shared staff**

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

*Example*

Teaching at School A on Tuesday mornings…

…and at School B on Tuesday afternoons
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

Required Meetings
- RTI meetings, 45 mins, 2x week
- Faculty meetings, 1 hr, 1x month
- Department Meetings, 45 mins, 1x week

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

“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

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.

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

Feedback from Staff

“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*

Digital Citizenship is the most oversubscribed sixth grade elective course, with **168 students unable to enroll.**
Middle school tends to be more balanced since most students got the courses that they requested.

While the most oversubscribed course is Symphonic band (by 18 students), most students were able to enroll in the courses they requested.
Music, social studies, and Spanish 3 courses were the most overenrolled courses at the high school level.

Top Over-Requested Courses
High Schools

Concert Orchestra is the most oversubscribed high school elective course, with 57 students unable to enroll.
Staff also shared that high school course offerings for career-bound students could be strengthened.

Feedback from Staff

“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*

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bradley</td>
<td>984</td>
</tr>
<tr>
<td>Davidson</td>
<td>903</td>
</tr>
<tr>
<td>Darby</td>
<td>624</td>
</tr>
</tbody>
</table>

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

- 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

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

<table>
<thead>
<tr>
<th>Period 1</th>
<th>Non-Struggling Student Schedule</th>
<th>Struggling Math Student Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>Co-teaching</td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Period 3</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Period 4</td>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Period 5</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Period 6</td>
<td>Spanish</td>
<td>Spanish</td>
</tr>
</tbody>
</table>

For many students “extra help” happens during core instruction or instead of core instruction.
Best practice for secondary intervention is a “double time” model that involves providing “extra help” in addition to core instruction.

<table>
<thead>
<tr>
<th>Period</th>
<th>Non-Struggling Student Schedule</th>
<th>Struggling Math Student Schedule</th>
<th>A Best Practice Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>Period 2</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Period 3</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Period 4</td>
<td>Social Studies</td>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Period 5</td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Period 6</td>
<td>Spanish</td>
<td>Spanish</td>
<td>Extra Math Support</td>
</tr>
</tbody>
</table>

- First presentation of content
- 100% current year material
- Learn from peer questions
- Pre-teach
- Reteach current year and prior year content
- Address missing foundational skills
- Correct misconceptions
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

- Intervention Periods
- Push-In Support
- Tutor Supports
- Co-Teaching
- Resource Room
- Pull-Out Support
- Study Hall
- Drop-In Supports

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

“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**

<table>
<thead>
<tr>
<th>Intervention Type</th>
<th>Number of Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Teaching*</td>
<td>5,652</td>
</tr>
<tr>
<td>Extra Time Intervention**</td>
<td>1,906</td>
</tr>
<tr>
<td>Resource Room</td>
<td>726</td>
</tr>
</tbody>
</table>

In order to further investigate the extent of each intervention approach, **more rigorous data collection and analysis would be beneficial.**

*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

<table>
<thead>
<tr>
<th>Department</th>
<th>Number of Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1,562</td>
</tr>
<tr>
<td>Social Studies</td>
<td>1,521</td>
</tr>
<tr>
<td>Science</td>
<td>1,299</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1,218</td>
</tr>
<tr>
<td>Other</td>
<td>52</td>
</tr>
</tbody>
</table>
Special Education intervention supports account for 41% of seats in interventions.

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

- **Special Education Intervention**: 778 seats
- **Drop-in Intervention**: 324 seats
- **Personal Success Network/CBI**: 238 seats
- **Mathematics**: 220 seats
- **Credit Recovery**: 114 seats
- **ELL**: 75 seats
- **Reading**: 71 seats
- **Executive Functioning**: 53 seats
- **SEL**: 33 seats

Very few students receive dedicated social and emotional learning supports.
The district dedicates the most teaching staff to providing extra time interventions to students.

**Breakdown of Intervention Supports**

*Secondary Level*

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

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Students Supported</th>
<th>Subject Area</th>
<th>No. of Seats</th>
<th>No. of FTE</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Taught</td>
<td>Special Education &amp; General Education Students</td>
<td>English</td>
<td>1562</td>
<td>12.5</td>
<td>$1,296,932</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Studies</td>
<td>1521</td>
<td>10.3</td>
<td>$1,074,997</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science</td>
<td>1299</td>
<td>9.4</td>
<td>$974,433</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics</td>
<td>1218</td>
<td>9.1</td>
<td>$950,159</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective</td>
<td>23</td>
<td>0.2</td>
<td>$17,339</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Education/Health</td>
<td>29</td>
<td>0.2</td>
<td>$17,339</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>5652</strong></td>
<td><strong>41.6</strong></td>
<td><strong>$4,331,199</strong></td>
</tr>
</tbody>
</table>

| Extra Time Intervention Supports | Special Education | SPED Intervention | 778 | 23.9 | $1,264,996 - $2,489,833 |
|                                 | Special Education | Drop-in Intervention | 324 | 15.0 | $791,063 - $1,557,012 |
|                                 | Special Education | Mathematics          | 220 | 8.9  | $468,648 - $922,417  |
|                                 | Special Education | 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 |
|                                 |                    | 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   |
| Extra Time Intervention Supports | **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           |
| Resource Room | **Total**          |                       | **726**    | **27.1**   | **$2,822,735**     |

| Grand Total |                     |                       | **8284**    | **132.6**  | **$10,529,607 - $13,798,111** |

*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.*

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

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

Tel: (877) 362-3500
Email: nlevenson@dmgroupK12.com
Fax: (617) 249-0910
Web: www.dmgroupK12.com
Mail: 133 Federal Street, Boston, MA 02110
APPENDIX
• 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*

<table>
<thead>
<tr>
<th>Subject</th>
<th>AP/College</th>
<th>Honors/Advanced</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>63%</td>
<td>28%</td>
<td>9%</td>
</tr>
<tr>
<td>Math/Eng.</td>
<td>68%</td>
<td>21%</td>
<td>9%</td>
</tr>
<tr>
<td>English</td>
<td>68%</td>
<td>21%</td>
<td>9%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>68%</td>
<td>21%</td>
<td>11%</td>
</tr>
<tr>
<td>World Language</td>
<td>88%</td>
<td>8%</td>
<td>12%</td>
</tr>
<tr>
<td>Elective</td>
<td>92%</td>
<td>21%</td>
<td>8%</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>79%</td>
<td>21%</td>
<td>2%</td>
</tr>
<tr>
<td>Art</td>
<td>98%</td>
<td>2%</td>
<td>100%</td>
</tr>
<tr>
<td>PE/Health</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total Seats         | 1,450      | 1,172           | 1,696   |

**Total**: 5,109 seats