

**High School Schedule Report  
June 2012**

In January of 2012, Dr. Rasmussen required the Executive Director of High Schools, in conjunction with the high school principals, to take certain action steps as a result of the work of the Issaquah School District High School Schedule Committee in the fall of 2011. The purpose of this report is to document the actions taken by district and school administrators in response to the Superintendent's directives.

**Required Action Steps**

**1. LIBERTY HIGH SCHOOL- Student/teacher contact time**

<b>Superintendent's Directive</b>	<b>School Response</b>
<ul style="list-style-type: none"> <li>I am directing the Liberty High School principal to work with his staff to complete the exemption process. A copy of the exemption request will be submitted to my office prior to submission to the state which has a deadline of May 1.</li> </ul>	<p>Liberty administration formally requested an exemption to the 150 hour credit limit in February. Dan Newell, the Assistant Superintendent of Secondary Education at the Office of the Superintendent of Public Instruction notified the school and the district that, "If credit waivers are necessary for the 2012-13 school year, the request for Liberty High School will be approved." Subsequent legislation passed this session makes such an exemption request unnecessary moving forward. Districts can determine if they wish to allow credit for classes that meet for less time than 150 hours or through some sort of competency based system. Current district policy reflects the old state language of 150 hours minimum of contact time for credit acquisition. Issaquah, like all districts in the state, will need to thoughtfully consider the staffing and budget implications of adjusting the current seat time/credit formula.</p>
<ul style="list-style-type: none"> <li>Along with the exemption request, I am directing the Executive Director of High Schools to work with the Liberty Principal to develop a plan for Liberty High School to transition to a new</li> </ul>	<p>Liberty Administration have created a work plan and calendar for creating a school based Schedule Committee that will recommend a schedule to the Superintendent by November of 2012 to be implemented in the 2013-14 school year. A <a href="#">website</a> been created that shows the committee's charter and spells out the application process, the dates of upcoming work, and some of the information-gathering work that has</p>

<p>schedule that will take effect at the beginning of the 2013-14 school year. That plan should be created using a process similar to that of the district High School Schedule Committee and should include opportunities for community input and participation. Aligned with the final criteria of the High School Schedule Committee, the new Liberty schedule must have a minimum of 150 hours of contact time per class while balancing opportunities for students. This might include innovative ways to stretch coursework within the traditional school day using technology and staffing flexibility. A copy of the transition plan will be submitted to the Superintendent by the end of this school year.</p>	<p>already been completed including staff and parent meetings meant to generate data for the Liberty Schedule Committee to consider. While the committee is considering the best schedule for LHS students this fall, LHS administration and staff will be monitoring the work of Skyline and Issaquah High Schools around innovative ways to stretch opportunities for students through technology and staffing flexibility.</p>
--	---

**2. ISSAQUAH, SKYLINE, TIGER MOUNTAIN- Opportunity**

<b>Superintendent's Directive</b>	<b>School Response</b>
<ul style="list-style-type: none"> <li>First, I want to know how much our efforts over the last few years have met the needs of our students and families who desire more opportunity.</li> </ul>	<p style="text-align: center;"><u>All Student Survey</u></p> <p>2820 students were surveyed in April at Issaquah and Skyline high schools across all grade levels. Students were asked about their current schedule and their interest in increasing course offerings or access to additional classes.</p>

<p>I want a survey conducted to find the answer to this question.</p>	<ul style="list-style-type: none"> <li>• 28% said they preferred that their schedule be left as is.</li> <li>• 10% said they would like a seven period schedule for all with accompanying increased graduation requirements, if resources allowed.</li> <li>• 54% said they would like an optional 7<sup>th</sup> period that they could choose to take or not without any subsequent increases in graduation requirements, if resources allowed.</li> <li>• 8% had no opinion.</li> </ul> <p style="text-align: center;"><u>Senior Survey</u></p> <p>707 (89%) seniors at Issaquah and Skyline High Schools completed a senior survey in which they were asked about their level of satisfaction in their ability to access the courses they wished to take during their high school years.</p> <p>654 (93%) either agreed or strongly agreed that they were satisfied with their ability to access the courses they wished to take during their high school years.</p>
<ul style="list-style-type: none"> <li>• Secondly, I want a plan submitted to me—informed by the results of that survey and aligned with the final criteria of the High School Schedule Committee—on what future steps need to be taken to increase opportunity at those two high schools while not falling below 150 hours of contact time per class. This, too, might include innovative ways to stretch coursework within the traditional school day using technology and staffing flexibility.</li> </ul>	<p>Based on the results of the surveys, it appears that the efforts of the last few years to increase flexibility in Issaquah and Skyline student’s schedules have been making a positive difference. Those efforts included: Elimination of pre-requisites during the registration process, allowing more students to accelerate; creation of an online learning department, allowing students to take courses that may not fit into a traditional schedule (the bulk of enrolled online students are from Issaquah and Skyline); expansion of the summer school program to include acceleration opportunities and access to electives; and increased opportunities to meet high-school graduation requirements while in middle school.</p> <p>And while those action steps have made a difference, it is clear that students are interested in optional 7<sup>th</sup> period opportunities. Subsequently, two pilots will take place at Issaquah and Skyline high schools in the 2012-13 school year.</p>

	<ol style="list-style-type: none"> <li>1) IHS is piloting an opportunity for students to access a 7<sup>th</sup> course. Students will access their learning in two distinct ways: through direct teacher/student contact time in class and through non-traditional teacher-directed instruction including an on-line component. Students are responsible for the same amount of content, rigor, and total hours of work as the standard semester long course in each subject. This pilot is being run with PE and Health courses and approximately 60 students have signed up. Both courses are taken during the same period each day with in-class and out of class instruction alternating from week to week.</li> <li>2) While approximately only 4% of Skyline students have taken an on-line course this year, Skyline High School does have the largest number and percentage of students taking a class on-line. Of the 156 enrolled on-line courses first semester this school year, 83 (53%) were taken by Skyline students. In reviewing the success rate of tutored versus non-tutored on-line students during first semester across the district, the non-tutored students had an average grade of 85% and the non –tutored students had an average grade of 59%. In light of this information, Skyline will be piloting an after school tutoring program for its on-line students as a check in and support service. Skyline administration will work with the district on-line learning coordinator in implementing the pilot.</li> </ol>
<ul style="list-style-type: none"> <li>• I am directing the Executive Director of High Schools to work with the Director of Career and Counseling and the Tiger Mountain principal and staff to create a plan to be submitted to me by the end of the school year proposing future courses at Tiger Mountain.</li> </ul>	<p>Tiger Mountain will be offering the following new elective offerings in the 2012-13 school year:</p> <p><b>Project Management</b>  <i>Business Management and Administration Career Cluster</i>  Project Management prepares students to apply quantitative and qualitative knowledge, skills, tools, and techniques to manage projects in a wide range of fields and occupations. This program includes instruction in project planning, risk management, cost and time management, contracts and procurement, accounting, statistics, decision making, and human resources. (Up to 180 hours)</p>

**Introduction to Computer Science (TEALS)***Information Technology Career Cluster*

Introduction to Computer Science is an entry-level course designed to help students gain knowledge and skills in computational thinking. Students learn to program simple computer games, assemble small electronic gadgets and script web pages. This program utilizes a unique partnership with Microsoft (and other high-tech companies) to embed an industry professional with a current Career and Technical Education teacher. (90 hours)

In addition, with the passage of the most recent building bond, district staff and Tiger administration are exploring the following additional course offerings in the future new facility that would be open to all district students:

**Microsoft IT Academy**

A program that provides advanced training Microsoft technologies. Students earn industry-recognized certifications in Microsoft products.

**Industry Certifications:**

- Microsoft Certified Professional
- Microsoft Technology Associate

**Post-secondary Connections**

- Career and postsecondary connections are formed with Bellevue College Professional / Technical programs.

**Health Professions**

The Health Professions program introduces students to the knowledge and skills applicable to many medical occupations. Students will explore careers in their areas of interest, as well as in targeted demand areas for future job openings. The focus is to offer entry level healthcare career options and to provide a stepping stone into other

healthcare professions.

**Postsecondary Connections**

- Bellevue College Health Professions Programs

**Emergency Management Services**

A program that prepares students to recognize and respond to local and regional disasters. Areas of study include law enforcement, health care, public utilities, and local government. Students learn and practice the role of emergency services managers.

**Postsecondary Connections**

- Pierce College Homeland Security Emergency Management AA Degree

**Network Services & Computing Systems**

This program leads to an Associate in Arts degree at Bellevue College's Institute for Business & Information Technology. It is designed to prepare students in computer connections, network resources, maintenance tasks, along with hardware and software configuration.

**Industry Certificates**

- CompTIA Network+
- CompTia Server+

**Postsecondary Connections**

- Bellevue College Institute for Business & Information Technology Programs.