## Academies of Nashville: Scheduling for Every Student Known

METRO
NASHVILLE
PUBLIC
SCHOOLS

## Grounding in our "Why"

## Our Key Question for Schedule Redesign

What should a "next generation" academy model look like to ensure that all students become Ready Graduates with the skills and competencies needed to succeed in life, meaning they:

- Successfully complete all courses required for on-time graduation (4 years plus a summer);
- Have exposure to college and career-aligned experiences and opportunities designed to maximize their potential to be a Ready Graduate. These experiences are purposefully aligned to students' personal goals;
- Have caring adults guiding them and ensuring they have the right support?


## Why Was This Explored?

- Graduation rates have plateaued, and many students may not be on track to be successful in college and career:
- In 2022, $76 \%$ of students at AONs graduated, but only $24 \%$ of AON students met the criteria for Ready Graduates.
- 9th grade is a key year that students fall off-track for graduation. Students who get off-track in 9th grade are much less likely to still be enrolled at an AON by senior year.
- Increased need to improve student engagement:
- Last year, chronic absenteeism ranged from 37\% to 63\% at AONs.
- 9th graders who are chronically absent are much less likely to still be enrolled in an AON by senior year.
- MNPS has different graduation expectations and different scheduling configurations across schools creating inherent inequities.
- MNPS HS EOC achievement and growth data lags behind 3-8 data.


## Our Stance

- Unapologetic in making hard decisions in the best interest of students
- Non-negotiable adherence to AON model (e.g., student and teacher purity; teachers having both content and academy planning)
- There is no perfect schedule: pulling any given lever undoubtedly will have an impact somewhere else


## The Process

## We sought input from the following groups as part of the design process

- Focus groups with various stakeholder groups to seek input on what is working well with the current schedule and what is most challenging
- Students
- Academy Coaches
- Assistant Principals and Counselors
- Teachers
- Two meetings with principals to seek input on schedule priorities and test feasibility of potential schedule structure options for their school contexts
- Additional engagement sessions with the following groups for feedback
- AON Founding Partners (Chamber, PENCIL, Alignment Nashville)
- MNEA Leadership
- Parents
- MNPS School Board


## The work focused on 5 design priorities for a redesigned schedule



Supportive Relationships

## We will know we've been successful if...

We restructure the schedule so that ...

- All schools* are on a consistent schedule
- Consistent credit requirements that are manageable and achievable for all students in all high schools
- Increased time in core instruction
- More students scheduled in EPSOs

And continue to invest in instructional quality....

- Consistent approach to PLT, interventions, credit recovery, grade repair, independent study
- Teacher collaborative time
- Teacher professional learning on creating interdisciplinary project-based learning

Over time, we will see significant improvement in...

- Course pass rates
- End of Course test scores
- Graduation rates and Ready Grad rates
- Chronic absenteeism rates
- Teacher retention


# Comparison of Schedules Against Design Priorities 

## Schedule structure comparison

| Design Priorities | Schedule metric | $\begin{gathered} 4 \mathrm{AB} \\ \text { Current } \mathrm{AON} \text { Schedule } \end{gathered}$ | Traditional 7 Current Magnet Schedule | Modified Block | 4x4 Block |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Maximized Instructional Time | Avg. weekly minutes per core course | 200 | 250 | 240 | 400 (one semester) |
|  | Daily/(Weekly) transitions | 5/(25) transitions | 8/(40) transitions | 4-6/(28-30) transitions | 5/(25) transitions |
| Just-in-time supports | Weekly mins PLT | 225 | 250 | 90 | 225 |
| Supportive Relationships | Touchpoints / teacher / week | 2.5 | 5 | 4 | 5 (one semester) |
|  | Max teacher load* | 180 | 150 | 150 | 90 (one semester) |
| Manageable Student Workload | Credits per semester | 8 half credits | 6 or 7 half credits | 7 half credits | 4 |
|  | Credits possible over 4 years** | 32 | 28 | 28 | 32 |
| Manageable Teacher Workload | Teaching periods <br> Weekly teacher planning time Individual Content team Academy team | 6 of 8 <br> 400 mins total <br> - 240 mins <br> - 80 mins <br> - 80 mins | $6 \text { of } 7$ <br> 250 mins total <br> - 200 mins <br> - 50 mins <br> - NA | $5 \text { of } 7$ <br> 480 mins total <br> - 300 mins <br> - 90 mins <br> - 90 mins | $\quad 3$ of 4 400 mins total - 240 mins - 80 mins - N/A |

## A Modified Block Schedule: 9 ${ }^{\text {th }}$ Grade Student View

| M | T | W | Th | F |
| :---: | :---: | :---: | :---: | :---: |
| 1 (50 mins) | 1 (50 mins) | 1 (90 mins) | 2 (90 mins) | 1 (50 mins) |
| English I H | English IH | English I | Physical Science | English I H |
| 2 (50 mins) | 2 ( 50 mins ) Physical Science |  |  | 2 (50 mins) Physical Science |
| 3 (50 mins) | 3 (50 mins) | 3 (90 mins) | 4 (90 mins) | 3 (50 mins) |
| Integrated Math I | Integrated Math I | Integrated Math I | Visual Art I | Integrated Math I |
| 4 (50 mins) | 4 (50 mins) |  |  | 4 (50 mins) |
| Visual Art I | Visual Art I |  |  | Visual Art I |
| Lunch (35 mins) | Lunch (35 mins) | Lunch (35 mins) | Lunch (35 mins) | Lunch (35 mins) |
| 5 (50 mins) | 5 (50 mins) | 5 (90 mins) | College Career | 5 (50 mins) |
| World History | World History | World History | Readiness (90 mins) | World History |
| 6 (50 mins) | 6 (50 mins) |  |  | 6 (50 mins) |
| Wellness | Wellness | 7 (90 mins) Spanish I | 6 (90 mins) | Wellness |
| 7 (50 mins) | 7 (50 mins) |  | Wellness | 7 (50 mins) Spanish I |
| Spanish I | Spanish I |  |  |  |

## A Modified Block Schedule: Teacher View

| M | T | W | Th | F |
| :---: | :---: | :---: | :---: | :---: |
| 1 (50 mins) | 1 (50 mins) | 1 (90 mins) | 2 (90 mins) | 1 (50 mins) |
| Integrated Math III | Integrated Math III | Integrated Math III | Integrated Math III | Integrated Math III |
| 2 (50 mins) | 2 (50 mins) |  |  | 2 (50 mins) |
| Integrated Math III | Integrated Math III |  |  | Integrated Math III |
| 3 (50 mins) | 3 (50 mins) | 3 (90 mins) | 4 (90 mins) | 3 (50 mins) |
| Integrated Math II | Integrated Math II | Integrated Math II | Content Plan | Integrated Math II |
| 4 (50 mins) | 4 (50 mins) |  |  | 4 (50 mins) |
| Independent Plan | Enhance Student Experience |  |  | Enhance Student Experience |
| Lunch (35 mins) | Lunch ( 35 mins ) | Lunch ( 35 mins ) | Lunch ( 35 mins ) | Lunch ( 35 mins ) |
| 5 (50 mins) | 5 (50 mins) | 5 (90 mins) | College Career | 5 (50 mins) |
| Integrated Math II | Integrated Math II | Integrated Math II | Readiness (90 mins) | Integrated Math II |
| 6 (50 mins) | 6 (50 mins) | 7 (90 mins) | 6 (90 mins) | 6 (50 mins) |
| Integrated Math III | Integrated Math III | Academy Plan | Integrated Math III | Integrated Math III |
| 7 (50 mins) Independent Plan | 7 (50 mins) Independent Plan |  |  | 7 (50 mins) Independent Plan |
| 100 min independent planning | 100 min independent planning | 90 min academy planning | 90 min content planning | 100 min independent planning |

## Over four years, a seven-period schedule enables completion of a CTE pathway culminating in Career-Based Learning

| Class | $9^{\text {th }}$ Grade | 10 $^{\text {th }}$ Grade | $11^{\text {th }}$ Grade | 12 $2^{\text {th }}$ Grade |
| :---: | :---: | :---: | :---: | :---: |
| $\mathbf{1}$ | English I | English II | English III | English IV |
| $\mathbf{2}$ | Band 1 | Spanish I | Spanish II | Band 4 |
| $\mathbf{3}$ | Int. Math I | Int. Math II | Int. Math III | Computer Science |
| $\mathbf{4}$ | World History \& Geo. | Band 2 | U.S. History | Government/Econ. |
| $\mathbf{5}$ | Environmental <br> Science | Biology | Chemistry | African American <br> Studies |
| $\mathbf{6}$ | Lifetime Wellness | PE/ Personal Finance | Band 3 | Medical Therapeutics |
| $\mathbf{7}$ | Math Intervention | Health Science Ed | Anatomy and <br> Phsyiology | Early DismissalWBL |

Cameron's schedule is that of a typical student who takes more standard classes.

| Graduation <br> Requirement | Career Pathway | Electives |
| :---: | :---: | :---: |
| $\mathbf{2 2}$ | 5 <br> $(3$ grad reqs $)$ | 5 <br> (incl. CBL) |

## Over four years, a seven-period schedule enables students to complete the IB Diploma Programme

| Class | 9 $^{\text {th }}$ Grade | $1^{\text {th }}$ Grade | $1^{\text {th }}$ Grade | 12 $^{\text {th }}$ Grade |
| :---: | :---: | :---: | :---: | :---: |
| $\mathbf{1}$ | English I H | English II H | IB English HL | IB English HL |
| $\mathbf{2}$ | Spanish 3 | Spanish 4 | IB Spanish HL | IB Spanish HL |
| $\mathbf{3}$ | Int. Math II | Int. Math III | Dual Enrollment Stats | IB Math SL |
| $\mathbf{4}$ | World History \& Geo. | AP Human <br> Geography | IB History HOA HL | IB History HOA HL |
| $\mathbf{5}$ | Biology | Chemistry | IB Environmental <br> Science SL | Elective/Study Hall |
| $\mathbf{6}$ | Lifetime Wellness | PE/ Personal Finance | IB Theater 1 SL | IB Theater 2 SL |
| $\mathbf{7}$ | Elective | Computer Science | IB TOK | IB TOK |

Jasmine's pathway satisfies the requirements of the IBO and all TN graduation requirements.

## Over four years, a seven-period schedule enables CTE pathway completion and access to a variety of EPSOs

| Class | $9^{\text {th }}$ Grade | $1^{\text {th }}$ Grade | $1^{\text {th }}$ Grade | $1^{\text {th }}$ Grade |
| :---: | :---: | :---: | :---: | :---: |
| $\mathbf{1}$ | English I | English II | English III | English IV |
| $\mathbf{2}$ | Spanish I | Spanish II | IB Psychology 1 SL | IB Psychology 2 SL |
| $\mathbf{3}$ | Int. Math I | Int. Math II | Int. Math III | Dual Enrollment Stats |
| $\mathbf{4}$ | World History \& Geo. | AVID | IB HOA 1 HL | IB HOA 2 HL |
| $\mathbf{5}$ | Biology | Chemistry | AVID | AVID |
| $\mathbf{6}$ | Lifetime Wellness | Computer Science | Personal Professional <br> Skills 1 | Personal Professional <br> Skills 2 |
| $\mathbf{7}$ | AVID | AV Production 1 | AV Production 2 | AV Production 3 |


| Graduation <br> Requirement | Career Pathway | Electives |
| :---: | :---: | :---: |
| $\mathbf{2 2}$ | 5 <br> $(3$ grad reqs) | 5 <br> (incl. CBL) |

Jason's schedule is typical of many of our IBCP Students. Notice he is able to remain in AVID all 4 years as well as complete his AV Production Pathway
This schedule would require taking Personal Finance in the Summer for first time credit. Alternately a student could substitute the Computer Science course for DE Stats and shift courses accordingly

## Credit requirements: Align all AON schools graduation requirement to the State's 22 credits

- Revise the AON graduation requirement to 22 credits, which would align with the state requirement and the current requirement at MNPS magnet schools.
- The graduation requirement should account for the number of credits possible over 4 years - in a 7-period schedule, students could earn 28 credits over 4 years.
- We also need leave buffer so that students who are not successful in a course the first time have space in their schedule to get back on track while still allowing flexibility for students to choose courses of interest to them.
- Based on the above, phase-in credit requirements over time as follows:
- Class of 24: 28/32
- Class of 25: 26/31
- Class of 26: 25/30
- Class of 27: 24/29
- Class of 28: 22/28

