## Academies of Nashville: Scheduling for Every Student Known



## **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:
  - $_{\odot}$  Last year, chronic absenteeism ranged from 37% to 63% at AONs.
  - $_{\odot}$  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



# 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
  - $\circ$  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

#### **Maximized Instructional Time**

Just-in-Time Academic Supports

Manageable Student Workload

Manageable Teacher Workload

**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	4 AB Current AON Schedule	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	6 of 8	6 of 7	5 of 7	3 of 4
	Weekly teacher planning time Individual Content team Academy team	<ul> <li>400 mins total</li> <li>240 mins</li> <li>80 mins</li> <li>80 mins</li> </ul>	<ul> <li>250 mins total</li> <li>200 mins</li> <li>50 mins</li> <li><i>NA</i></li> </ul>	480 mins total • 300 mins • 90 mins • 90 mins	400 mins total • 240 mins • 80 mins • N/A

## A Modified Block Schedule: 9<sup>th</sup> Grade Student View

Elective Graduation Requirement

Μ	Т	W	Th	F
1 (50 mins) English I H	1 (50 mins) English I H	1 (90 mins) English I	<b>2</b> (90 mins) Physical Science	1 (50 mins) English I H
<b>2</b> (50 mins)	<b>2</b> (50 mins) Physical Science			<b>2</b> (50 mins) Physical Science
<b>3</b> (50 mins) Integrated Math I	<b>3</b> (50 mins) Integrated Math I	<b>3</b> (90 mins) Integrated Math I	<b>4</b> (90 mins) Visual Art I	<b>3</b> (50 mins) Integrated Math I
<b>4</b> (50 mins) Visual Art I	<b>4</b> (50 mins) Visual Art I			<b>4</b> (50 mins) Visual Art I
Lunch (35 mins)	Lunch (35 mins)	Lunch (35 mins)	Lunch (35 mins)	Lunch (35 mins)
5 (50 mins) World History 6 (50 mins)	<b>5</b> (50 mins) World History <b>6</b> (50 mins)	<b>5</b> (90 mins) World History	College Career Readiness (90 mins)	5 (50 mins) World History 6 (50 mins)
Wellness	Wellness	7 (90 mins) Spanish I	<b>6</b> (90 mins) Wellness	Wellness
7 (50 mins) Spanish I	7 (50 mins) Spanish I			7 (50 mins) Spanish I

**Description:** Students are enrolled in 7 year-long courses. Three days a week, they attend all classes for 50 minutes. Two days a week, they attend longer 90-minute blocks of classes.

## **A Modified Block Schedule: Teacher View**

Μ	Т	W	Th	F
<b>1</b> (50 mins)	<b>1</b> (50 mins)	<b>1</b> (90 mins)	<b>2</b> (90 mins)	<b>1</b> (50 mins)
Integrated Math III	Integrated Math III	Integrated Math III	Integrated Math III	Integrated Math III
<b>2</b> (50 mins)	<b>2</b> (50 mins)			<b>2</b> (50 mins)
Integrated Math III	Integrated Math III			Integrated Math III
<b>3</b> (50 mins)	<b>3</b> (50 mins)	<b>3</b> (90 mins)	<b>4</b> (90 mins)	<b>3</b> (50 mins)
Integrated Math II	Integrated Math II	Integrated Math II	Content Plan	Integrated Math II
<b>4</b> (50 mins)	<b>4</b> (50 mins)			<b>4</b> (50 mins)
Independent Plan	<b>Enhance Student Experience</b>			Enhance Student Experience
Lunch (35 mins)	Lunch (35 mins)	Lunch (35 mins)	Lunch (35 mins)	Lunch (35 mins)
<b>5</b> (50 mins)	<b>5</b> (50 mins)	<b>5</b> (90 mins)	College Career	<b>5</b> (50 mins)
Integrated Math II	Integrated Math II	Integrated Math II	Readiness (90 mins)	Integrated Math II
<b>6</b> (50 mins)	<b>6</b> (50 mins)	7 (00  mine)	<b>6</b> (90 mins)	<b>6</b> (50 mins)
Integrated Math III	Integrated Math III	Acadomy Plan	Integrated Math III	Integrated Math III
<b>7</b> (50 mins)	<b>7</b> (50 mins)	Academy Fian		<b>7</b> (50 mins)
Independent Plan	Independent Plan			Independent Plan
100 min independent planning	100 min independent planning	90 min academy planning	90 min content planning	100 min independent planning

Up to 100 minutes per week can be used to enhance student experience; 200 minutes independent planning



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

Class	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
1	English I	English II	English III	English IV
2	Band 1	Spanish I	Spanish II	Band 4
3	Int. Math I	Int. Math II	Int. Math III	Computer Science
4	World History & Geo.	Band 2	U.S. History	Government/Econ.
5	Environmental Science	Biology	Chemistry	African American Studies
6	Lifetime Wellness	PE/ Personal Finance	Band 3	Medical Therapeutics
7	Math Intervention	Health Science Ed	Anatomy and Phsyiology	Early Dismissal/WBL
	Graduation Requirement	Career Pathway	Electives	
	22	5	5	-

(3 grad regs)

(incl. CBL)

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



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

Class	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
1	English I H	English II H	IB English HL	IB English HL
2	Spanish 3	Spanish 4	IB Spanish HL	IB Spanish HL
3	Int. Math II	Int. Math III	Dual Enrollment Stats	IB Math SL
4	World History & Geo.	AP Human Geography	IB History HOA HL	IB History HOA HL
5	Biology	Chemistry	IB Environmental Science SL	Elective/Study Hall
6	Lifetime Wellness	PE/ Personal Finance	IB Theater 1 SL	IB Theater 2 SL
7	Elective	Computer Science	ІВ ТОК	ІВ ТОК

Graduation Requirement	Career Pathway	Electives	
22	5	5	
	(3 grad reqs)	(incl. CBL)	

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 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
1	English I	English II	English III	English IV
2	Spanish I	Spanish II	IB Psychology 1 SL	IB Psychology 2 SL
3	Int. Math I	Int. Math II	Int. Math III	Dual Enrollment Stats
4	World History & Geo.	AVID	IB HOA 1 HL	IB HOA 2 HL
5	Biology	Chemistry	AVID	AVID
6	Lifetime Wellness	Computer Science	Personal Professional Skills 1	Personal Professional Skills 2
7	AVID	AV Production 1	AV Production 2	AV Production 3
P			-	
	Graduation Requirement	Career Pathway	Electives	
	22	5 ( <b>3</b> grad reqs)	5 (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
  - $\odot$  Class of 27: 24/29
  - o Class of 28: 22/28