

# Middle School Electives

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# NMUSD Team

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# AGENDA

03

1. Purpose of middle schools
2. Why electives? Research on middle schools
3. Our schools, our programs
4. What do our stakeholders think?
5. Process for change
6. Opportunities ahead
7. Next steps



# MIDDLE SCHOOL - PURPOSE

04

Middle school concept - a concept designed around the unique developmental needs of early adolescents (11-14 year olds); it is a bridge between elementary and high school and advocates to meet the specific needs of all children.

To serve as an educational program that prepares students for the transitions that occur in high school.

To provide developmentally appropriate education and social experiences for young adolescents.





# THE CASE FOR ELECTIVES IN MIDDLE SCHOOL

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- A vibrant elective program in 7-12 schools should be considered as precious as the core.
- Provide students choice and voice
- Allows students to be introduced to high interest content
- Creates an awareness of post-secondary options and high school connections
- Creates engagement
- Support core instruction
- Develops talents and skills



Rettig, M.(2010). Designing Quality Master Schedules for Middle Schools.  
James Madison University Press.



# STRATEGIES AND CONSIDERATIONS FOR EXPANDING ELECTIVES

06

Increase Self -  
Awareness and  
begin to form an  
opinion on  
academic  
interests

Develop and  
deepen skills

Be confident and  
positioned to  
make informed  
choices

Develop  
foundational  
technical skills

Actionable plan  
for high school  
and meaningful 4-  
year plan

Gain awareness of  
and exposure to a  
variety of subjects

Best Practices in Middle School. (2020) Hanover Research.  
Retrieved from <https://portal.ct.gov/-/media/SDE/CTE/Best-Practices-in-Middle-School-Career-and-Technical-Education-Expansion.pdf>



# TURNAROUND RESEARCH MIDDLE SCHOOL

07

The University of Massachusetts in Collaboration with the State Department of Education researched middle school redesign and determined there are 4 effective practices to turn schools around:

1. Leadership and collaboration
2. Intentional Practice for Improving Instruction \*\*
3. Student Supports and Instruction for all students \*\*
4. School Climate and Culture

Research on Effective School Practices for School Turnaround. (2019). Massachusetts Department of Elementary and Secondary Education.

<https://www.doe.mass.edu/turnaround/howitworks/turnaround-practices-508.pdf>





# Research-Based Effective Practices 8

## **Intentional Practice for Improving Instruction**

- Monitor Data: The work is in the details
- Analyze Microtrends and Microdata: Looking at data from the individual student level is essential
- Equity is met when you give your students what they need - when they need it based on data
- Identify data points that demonstrate student need and interest

## **Student supports and Instruction for all students**

- Evaluate the quality of instruction and curriculum available to students
- Elevate the curriculum and ensure students are exposed to the tools they need
- Shift Climate and culture to represent and reflect student populations; STEM, CTE, AVID, Etc.
- Tie electives to the core



# GUIDING QUESTIONS

09



## BALANCE

What is the appropriate balance between core and electives?

## SCHEDULE

How should elective courses be scheduled in relation to the core?

## Alignment

Do they align to the feeder high school/industry sectors that connect students with workforce or college?

## EQUITY

What is the number or percentage of students that should be served?

How does the instructional program reflect the student population?

## Time and Minutes

What percentage of a student's day should be spent in the core? In electives?

What is the process to adjust minutes? Courses?

## Depth of Program and Relevancy

Does the program provide rich opportunities for all students that are relevant to current college or economy sectors?

Does it provide a whole-child approach to education?



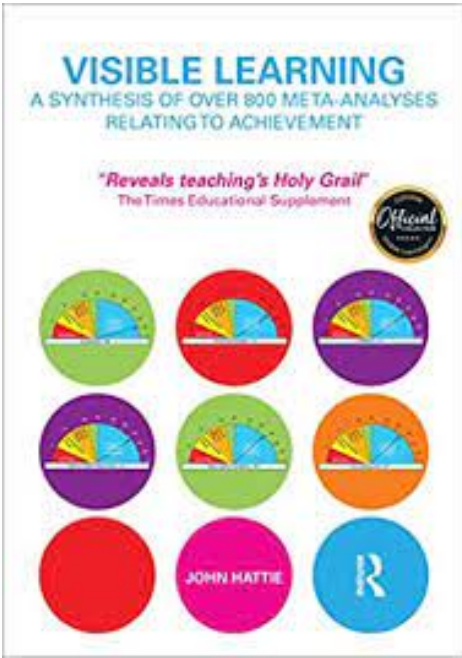


# BALANCE



- How many minutes do we want students in core classes?
- How should electives be scheduled in relation to other classes?
- How should the total time allocated for the core be divided?

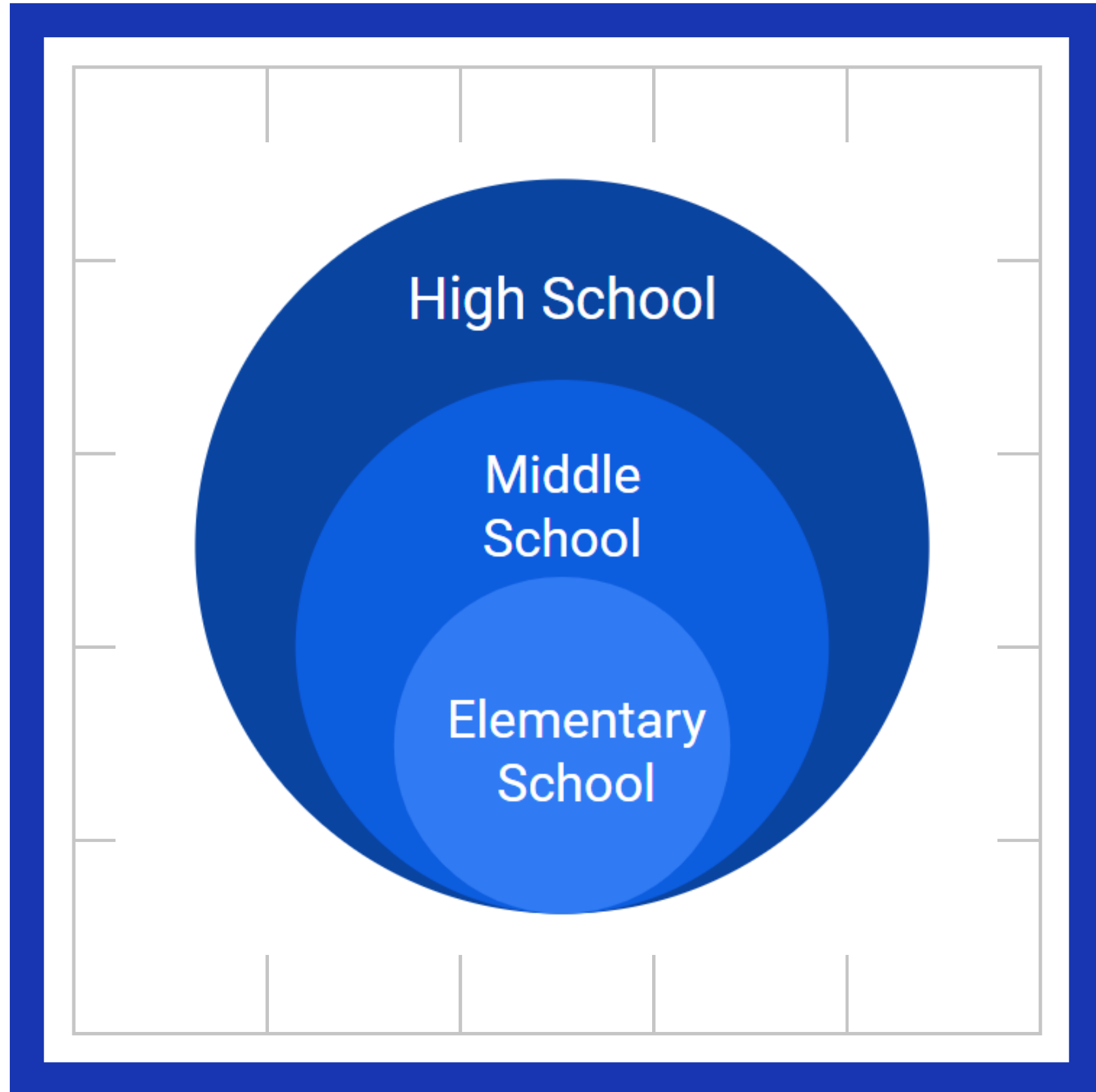
Factor/Elements that Influence Learning	Gain in Student Achievement
Reading and vocabulary	.67
Mastery learning	.58
Math	.45
Concentration or persistence	.48
Time on task	.38
Teacher/Student relationship	.72
Direct instruction	.59
Career Interventions	.38



Hattie, J.C.(2009). Visible Learning. A synthesis of over 800 meta-analyses relating to achievement .New York, NY:Routledge.



# ALIGNMENT



## Connections

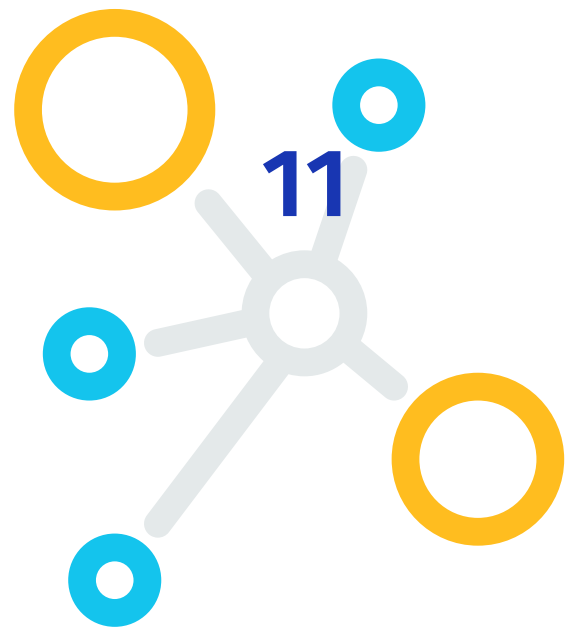
Electives help students explore interests, and develop interests, and foundations skills that build at each level.

This can lead to increased college eligibility and employability.

EX: NMUSD Whittier and College Park Dual Immersion programs, languages other than English at middle school.

Robotics and Engineering

Drama, performing arts, music





# EQUITY

A culture of equity centers the voices and experiences of those most underserved in all decisions.

Equity is achieved when all students receive the resources they need when they need it to best prepare them for graduation and success after high school.



## DATA

Evaluate the data to determine if we are meeting the needs of the students.

Are we providing each campus with a program that is reflective of their feeder-school connections?



## Students

Review current offerings to ensure that all students see themselves in the course offerings.

Create electives that help students feel connected, increase learning opportunities and increase content retention.

Does the course catalog represent the underserved?



## Depth of Program

Does the program address the whole child?

Are there enough courses with the schedule to provide for choice?

Are the course offered colored with both academics, inquiry and skill?



# INSTRUCTIONAL MINUTES/TIME



Required Days		Required Minutes	
180	K	36,000	
	1–3	50,400	
	4–8	54,000	
	9–12	64,800	

State of California minimum required annual minutes



# NMUSD MIDDLE SCHOOL SCHEDULES

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**6 Period Day**



**8 Period Block**



# CURRENT CLASS MINUTE COMPARISON

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School	TeWinkle	Ensign	Costa Mesa	CdM
Length of class (traditional day)	53	50	95	90
Number of classes taken	6	6	8	8
Annual minutes per class	9,180	8,640	8,280	7,740
Class meetings per year	180	180	108	108
Percentage of core class time	67%	67%	50%	50%



# STUDENT ACHIEVEMENT DATA

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## Math

2019	Cohort	6th Grade 2017	7th Grade 2018	8th Grade 2019	Total Percent +/-
Corona del Mar	288	78%	73%	63%	-14.9%
Costa Mesa	267	45%	44%	37%	-8.2%
Ensign	495	57%	62%	63%	6.1%
TeWinkle	232	29%	35%	34%	5.2%



## ELA

2019	Cohort	6th Grade 2017	7th Grade 2018	8th Grade 2019	Total Percent +/-
Corona del Mar	286	86%	84%	66%	-19.9%
Costa Mesa	264	63%	52%	48%	-15.2%
Ensign	493	62%	74%	69%	6.1%
TeWinkle	230	39%	37%	40%	0.9%

# CURRENT NUMBER OF ELECTIVE OPTIONS BY SITE

TeWinkle

13



Ensign

21



CdM

21



CM

27





# Costa Mesa 576 Students

## (1173 total)



Project Lead the Way (4)	Spanish 1	Orchestra	Drama1/2	Read 180
MESA	Mandarin 1	Guitar	Yearbook	Math intervention
Individuals and Society	Band 1	Boys Maverick Choir	Journalism	Spanish for Spanish Speakers
Exp. Tech	Color guard Marching Band	Girls Maverick Choir	ASB	Marching Band
Integrated Art	Band 3	Dance	Exploratory Wheel	Band 2

# Corona Del Mar 556 Students

## (1515 total)



Spanish AB-CD	Coding	Yoga	8th support
Spanish 7-8	Band	Dance	Math intervention
French	Orchestra	Yearbook	ASB
Mandarin	Drama	Speech/Journalism	Art
Robotics	Tech Wheel	Read 180	Art Wheel



# TeWinkle

## 537 Students



Explore technology	Journalism	Robotics	Vocals
AVID	Art	Band 1 & 2	Life Skills
AVID Excel	ASB	Orchestra 1 & 2	Publications

# Ensign

## 975 students



Art 1 & 2	Creative Writing	Film	Robotics	AVID
ASB	Design/Modeling/Automation/Robotics	Anatomy	Spanish	Math intervention
AVID	Digital Music	Guitar	Speech	Art Wheel
Band	Drama	Orchestra	Yoga	AVID Excel



# Stakeholder Input



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Parents have shared their interest in providing "more" elective choices for our students at TeWinkle

School Board has expressed interest in providing increased access to additional courses

Staff is open to discussing course offerings

## Four examples of schedules used for middle schools

### Traditional 6 Periods

Students take 6 classes everyday

- Math
- ELA
- Social Science
- Science
- PE
- Elective

### 8 Period Block

Students are on a block schedule

- 4 periods on A day
- 4 periods on B day
- Math
- ELA
- Social Science
- Science
- PE
- Electives

### 7 Period Day

Students take 7 periods everyday

- Math
- ELA
- Social Science
- Science
- PE
- Electives (2)

### 6 Period Day + Optional Zero or 7th

Students take 6 classes everyday and have an optional ZERO or 7th period to give them an additional elective



## IUSD 7 Period Block

Period 1	8:30 – 9:52
Snack	9:52 – 10:02
Period 3	10:06 – 11:28
Period 5	11:36 – 12:58
Lunch	12:58 – 1:29
Period 7	1:33 – 2:55

## TUSD 7 Period Block

Monday, Tuesday, Thursday, Friday

Gates Open	7:30	
Warning Bell	7:50	
PERIOD	START	END
1	8:00	8:49
2	8:54	9:41
Break	9:41	9:53
3	9:58	10:45
4	10:50	11:37
Lunch 1	11:37	12:07
5	12:12	12:59
5	11:42	12:29
Lunch 2	12:29	12:59
6	1:04	1:51
7	1:56	2:43

## CUSD 6 Period Block


Tuesday/Wednesday – Block Days

Period	Tardy Bell
0	7:41
1/2	8:45
Break	10:28
3/4	10:46
RISE	12:33
Lunch	1:03
5/6	1:42

# NMUSD Schedules

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## Ensign

Period	
1	
2	
Nutrition	
3	
4	
SSR	
Lunch	
7	
8	


## CdM

Period	
1/2	
Break	
3/4	
Lunch	
5/6	
7/8	

## TeWinkle

Period	
1	
2	
Nutrition	
3	
4	
Lunch	
5	
6	

## Mesa

Period	
1/2	
Break	
3/4	
Lunch	
5/6	
7/8	



# PROCESS FOR CHANGE

## Factors to consider to make changes to the instructional program



Regulations, codes  
and legislation

Review Education Code

Consider Current Legislation

CA Dashboard

Student/Staff  
Input

Student interest surveys

Enrollment review

Parent survey  
Facilities review

Course  
Development  
and Approval

Expand current course to  
sites

Write new courses - Board  
approval

**Collaboration with Labor Partners**

# RESOURCES NEEDED

## Staffing

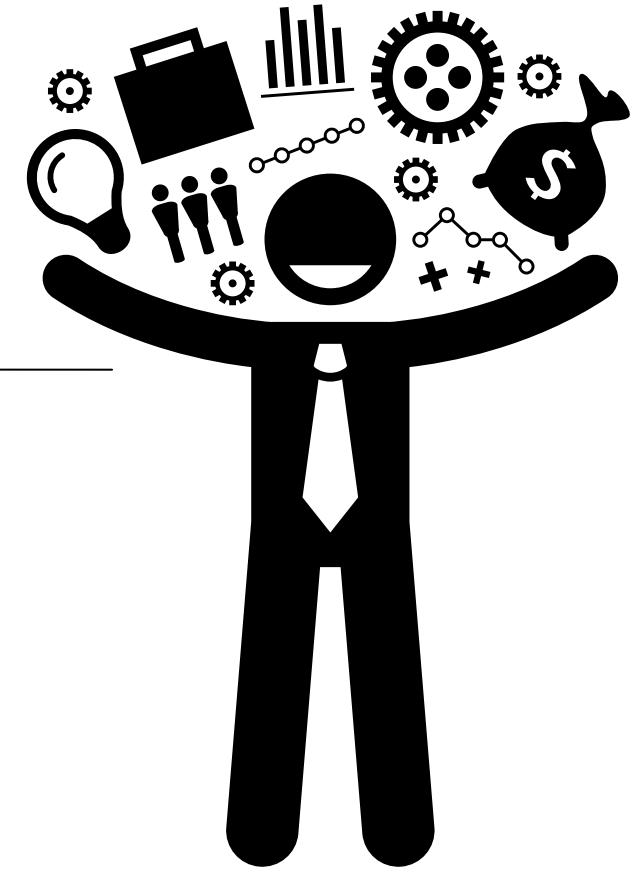
- Analyze master schedule
- Determine the number of staff to be added to accommodate additional courses
- Determine the financial impact

## Facilities

- Determine site capacity and room usage
- Address facility modifications as necessary

## Student Enrollment

- Analyze student enrollment to determine growth or decline
- Determine section allocation based on enrollment





# Opportunities

- 1. Look to make schedule modifications or changes at TeWinkle**
- 2. Evaluate the 8 period day and suggest modifications**
- 3. Leave schedules the same and make changes to course offerings**
- 4. Study the schedule over the course of 2021-23 school year and look to changes in 2024**
- 5. Other**









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