High School Schedule Implementation Update

School Board Study Session
Oct. 13, 2026

A Strategic Investment

KEY QUESTION

Are students finding more reasons to choose/stay with Stillwater Area High School?

The investment was designed to expand student choice while strengthening enrollment and retention.

More electives

- College + career pathways
- Online learning
- Greater flexibility
- Stronger connection to SAHS

Expanded Opportunities

+8
additional elective opportunities over four years

7
courses in a student's daily schedule

29
students enrolled in associate degree (AA) program

44
students enrolled in the transfer curriculum program

24
students in the Certified Nursing Assistant program

Students can now combine SAHS courses, electives, online learning, college credit and career pathways in a more individualized high school experience.

Early indicators based on preliminary data

Online Courses

Year	# of online courses
2026-27	**600**
2025-26	720
2024-25	378

Students are taking fewer online courses through external vendors

Students are taking more online courses at SAHS

Year	Semester 1	Semester 2	Total
2026-27	**914**	**874**	**1,788**
2025-26	413	180	593

# of courses taken

PSEO Enrollment

Fewer students are leaving campus for post-secondary enrollment options classes

= Significant cost savings to the district

Post-Secondary Enrollment Options (PSEO) early indicators based on preliminary data

	Semester 1	Semester 2	Total
2026-27	**838**	**675**	**1,513**
2025-26	1,017	1,001	2,018

Enrollment by period

Meeting Our Students Needs

MORE WAYS TO EARN CREDIT. MORE WAYS TO STAY CONNECTED.

- SAHS courses + electives
- Concurrent enrollment
- AA coursework
- Online coursework
- CNA + career pathways
- PSEO when it fits

Connection matters: teachers + classmates | activities + athletics |support + belonging | broader course opportunities

Early Schedule Feedback

WHAT THEY LIKE

- Overall reaction to the modified block schedule is generally positive
- Students like having more time in hands-on classes.
- Many teachers are adapting instruction to longer class periods

WHAT WE ARE WATCHING

- “All Days” feel long; math and science can be harder to adapt
- Every-other-day contact affects progress in some classes (ie. language, music, math)
- Pony Pursuits
- Prep time and workload

Pony Pursuits

WHAT WE'VE HEARD

- Not all students are engaging in Pony Pursuits
- Some students leave rather than participate
- Sign-up and attendance are difficult to manage
- Limited access to different clubs and activities

WHAT IT IS FOR:

- Career exploration
- Academic intervention
- Clubs + activities
- Homework + study
- Work-based learning
- Pathways + credentials

NEXT STEP: Refine the flexible-time model to better balance student prep + academic support + enrichment + connection.

How We Will Measure ROI

RETURN ON INVESTMENT =

ACCESS
More courses + electives

OPPORTUNITY
AA, CNA, online + college credit

RETENTION
Resident students choosing SAHS

EXPERIENCE
Student + staff feedback

ACHIEVEMENT
Credit attainment + course success

SUSTAINABILITY
Enrollment + resource impact

FALL: implementation + early demand | WINTER: experience + adjustments | SPRING: enrollment, retention + outcomes

Next Steps

- Survey staff and students regarding experiences with new schedule
    - Consider opportunities to improve the block schedule for the future based on this feedback



Questions