
Lake Washington
School District
ALL MEANS ALL
Data Story
and
Interests
High School Day
Meeting 2 – 11-16-2023

1


WELCOME NEW COMMITTEE MEMBERS
Introduce yourself by sharing Your Name and Role as a representative on the committee?
ALL MEANS ALL
2

2

HS Day Committee Meeting Objectives

October 26, 2023

Content Language

- Build background on the 7-class HS day by examining data and engaging in discussion.
- Share additional questions we want to explore by engaging in small group conversations about what we've learned so far and what we yet need to learn.
- Understand interest-based process by reviewing information, generating and prioritizing interests.
- Share and synthesize our interests for the high school day by using interest-based process and discussion protocol.

3

Group Conditions



- Center our work on positive outcomes for students
- Make space and take space
- Focus on asset-based language
- Calling in vs. calling out

4

Stand Up - Pair Up – 5 Minutes Max

OE-14 - Activating Background Knowledge



What did you notice in the policy?



What implications did you see for our work tonight?



What might we need to be thinking about in our analysis?

5

Operational Expectation 14

The Board believes that each student has the potential to achieve at high levels and to accomplish significant academic and personal goals. It is our responsibility to ensure academic success for all students by closing opportunity gaps and providing equitable and inclusive learning and working environments for all students and staff. We acknowledge that systemic and institutional inequities and bias exist, creating barriers for student achievement, opportunity, and well-being. We are committed to raising the opportunities and achievement of all learners regardless of race, ability, religion, language, culture, ethnicity, income, sex/gender, gender identity/expression, sexual orientation, and other aspects of student identity. We must interrupt, identify, and remove systemic barriers causing predictability of success and failure that currently correlates with these factors.

6

Scope of Work

Understand 7-Period Impacts

Engage community in understanding the impacts of the 7-Period Day.

Recommendations

Engage community in understanding any recommendations for change we might determine for the high school day.

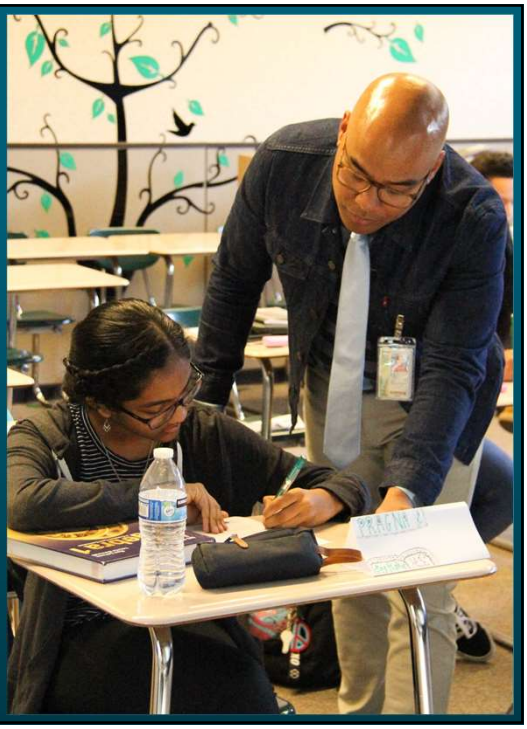
The timeline for this work is flexible, not intended to be completed by the end of this year. Any changes would need careful implementation planning and a long runway for change.

7

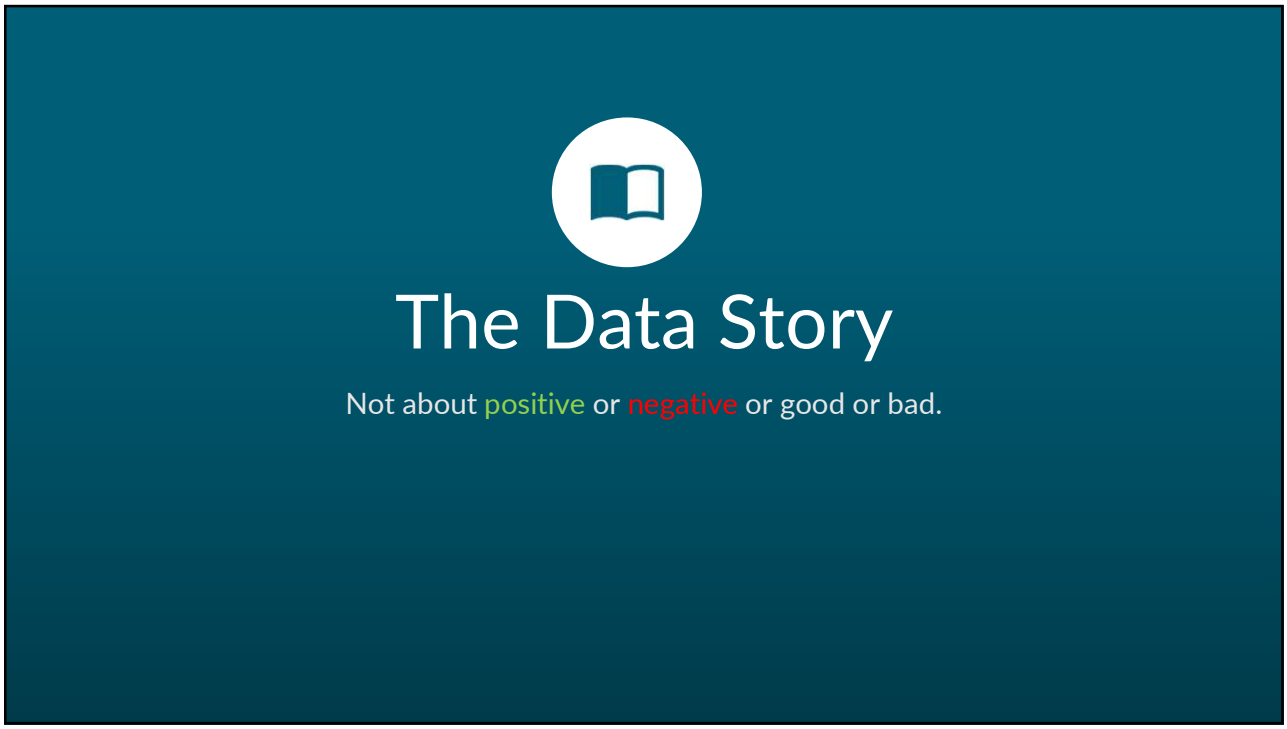
What did we hope for moving to 7 classes?

December 2017 Board Presentation

- More opportunity to explore through electives.
- More opportunity to focus through electives
- More opportunity for credit retrieval
- More options / fewer conflicts
- 4 years of band/orchestra AND world language
- More opportunity for intervention and support
- More opportunity for access to rigorous coursework (AP, College in the High School, Tech Prep, CTE)
- More opportunity to prepare for college, career, future



8

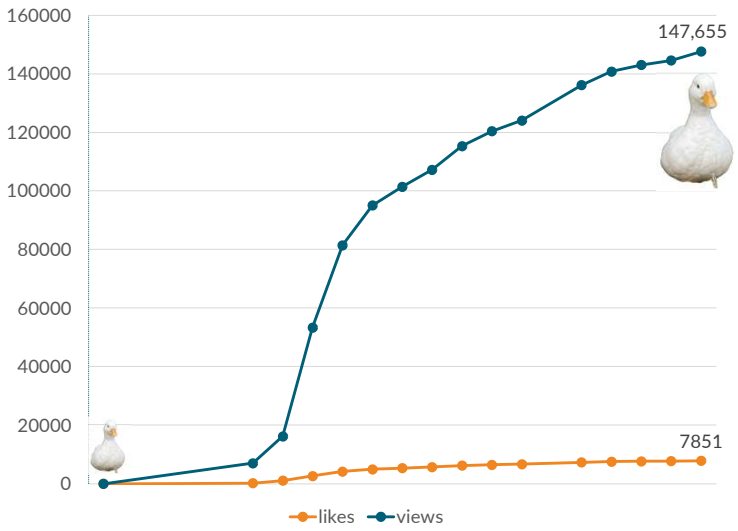

The Data Story
Not about positive or negative or good or bad.

9


Seeking to Understand
Data Stories
What changes have occurred?
What opportunities were and weren't realized?
What needs mitigated if changes occur?

10

Practice - Noticing, Wondering,



Noticing and Wondering

- What do you notice in the data? *(trends, outliers, patterns, notable features)*
  - Be specific
  - Provide evidence
- What do you wonder about in the data?
  - Related to this data and implications

11

Business Rules for Data Views

- **Comprehensive High Schools**
  Choice school data can look very different largely due to the uniqueness of the programming at the choice schools.
- **Exclusions**
  N <10 were intentionally excluded in data views. Caution is around othering, meaning not counting every perspective. Every student counts in the all, and we will need to make specific effort to include these perspectives in our work in other ways too.
- **Scale**
  The scales were consistent to avoid over dramatizing data, however there are places where it was necessary to adjust the scale for a specific slide to illustrate changes over time.
- **Consistency**
  The views and groups shown were kept consistent with each data set when reasonably possible.
- **Proxies**
  We will need to look at additional data sets. Rigorous coursework for this exercise is defined as AP. Music electives are used as a representative of overall access to high interest electives.

12

Student Themes – Start Times



- Option 1 | Work Schedule | + Option 1 | - O

Neither Option | S… se | + Option 2

Bet… leep / Health | Childcare

Activities Impact | Misc.

Changing Time Doesn't Change My Workload

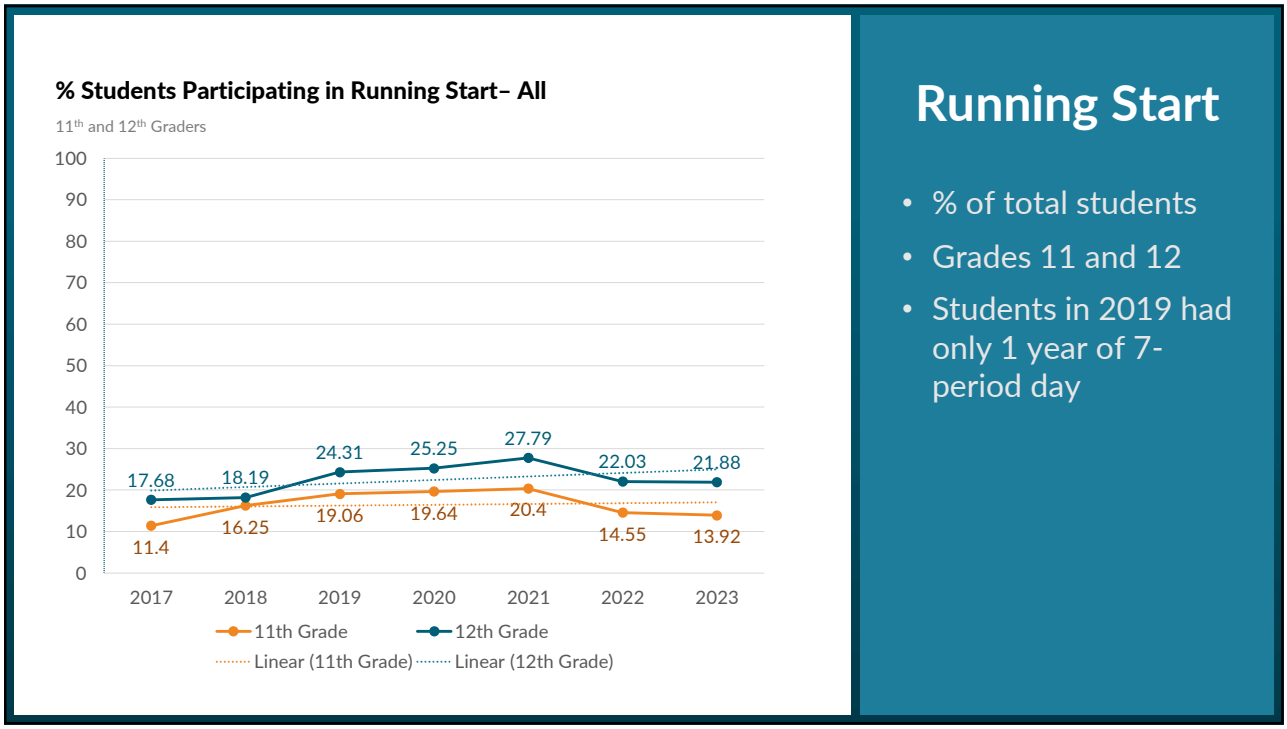
13

June 2023 – Student Workload Survey

I can regularly manage my academic workload without getting overwhelmed.

	Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree
Eastlake High School (N=1051)	2%	14%	22%	42%	20%
Juanita High School (N=514)	4%	21%	31%	34%	10%
Lake Washington High School (N=252)	4%	21%	27%	33%	15%
Redmond High School (N=870)	5%	19%	30%	32%	14%

14

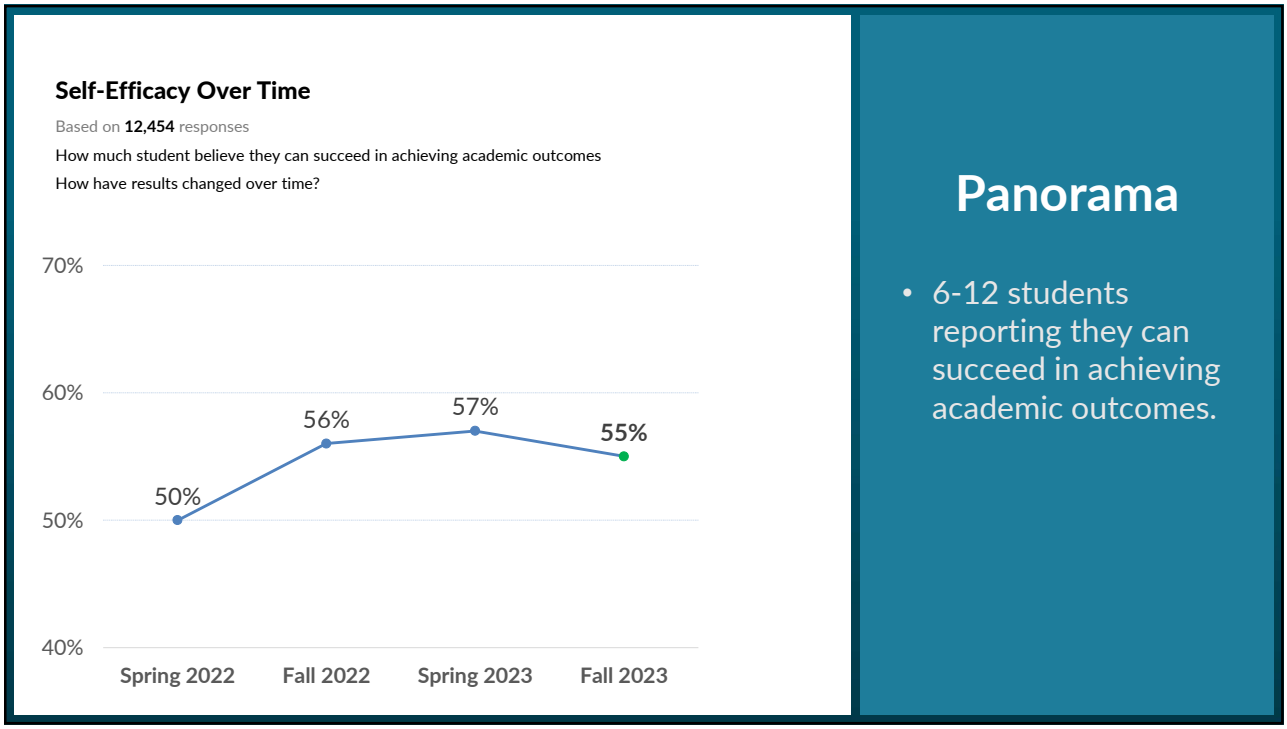


15

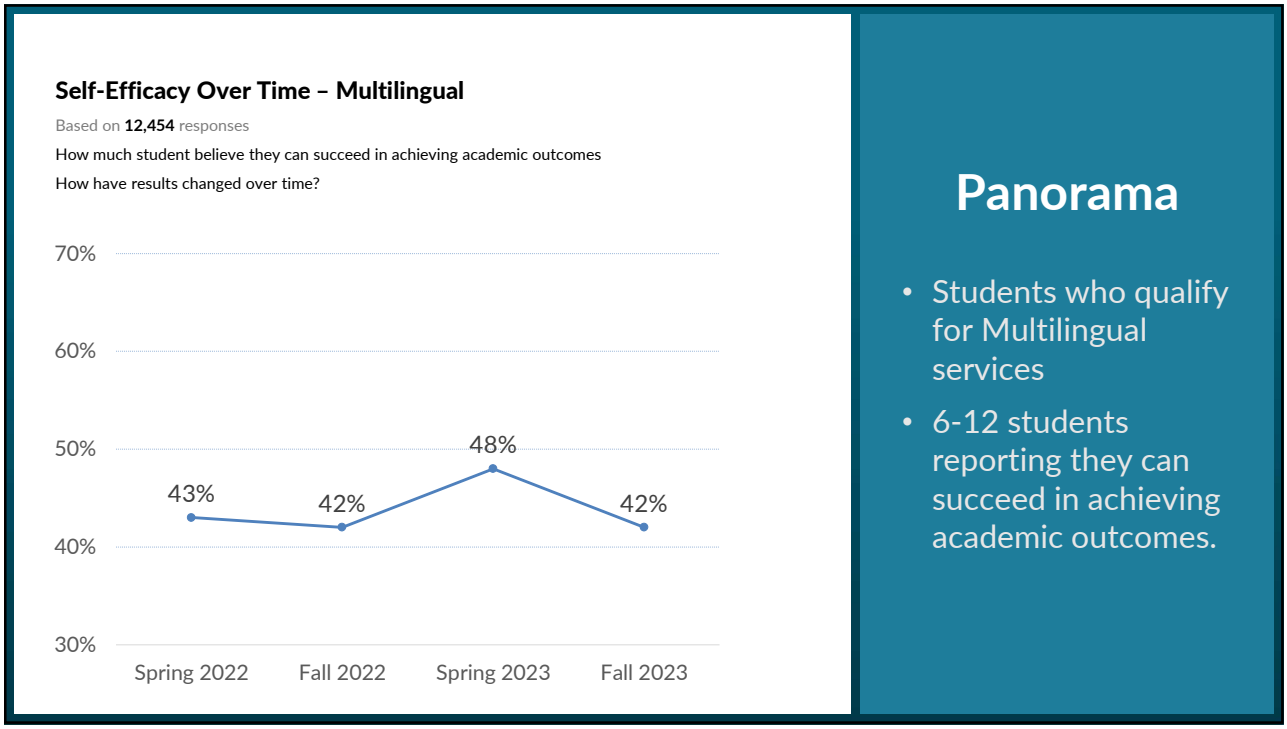
Group 1

Self Efficacy

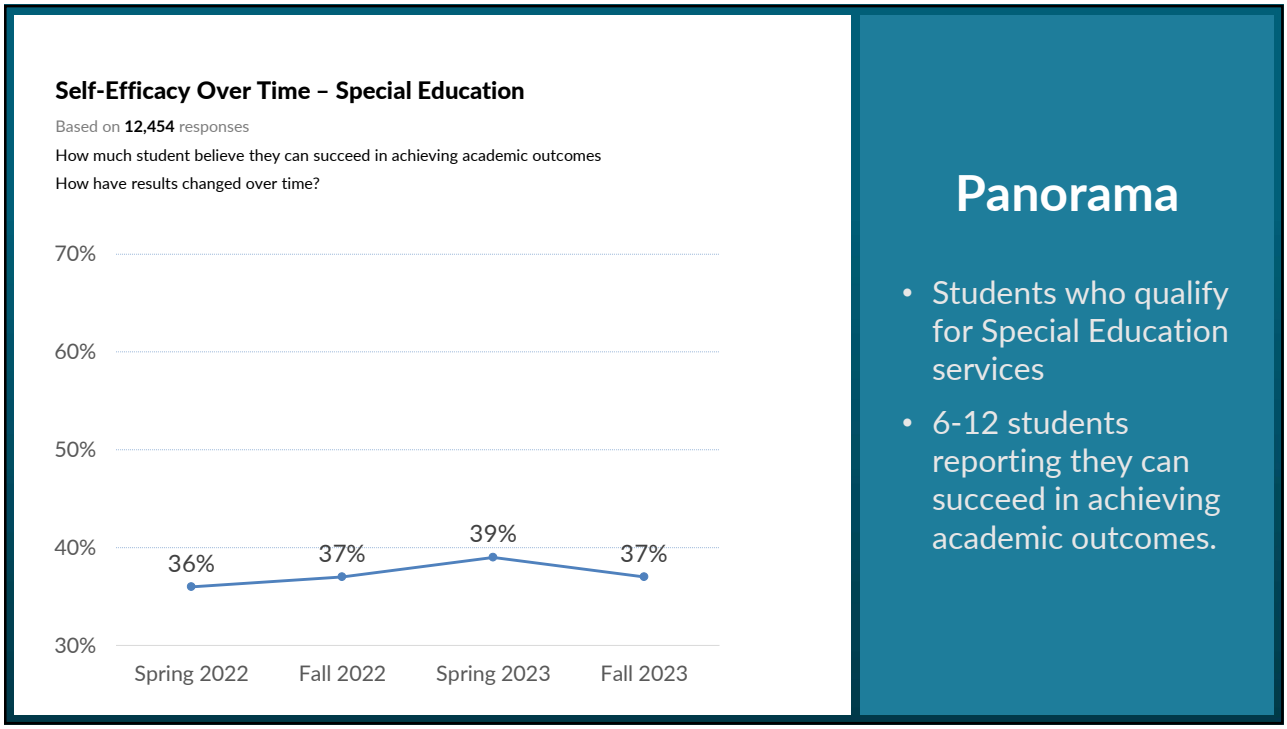
16


Self-Efficacy Over Time
Based on 12,454 responses
How much student believe they can succeed in achieving academic outcomes
How have results changed over time?
70%
60%
50%
40%
50%
56%
57%
55%
Spring 2022
Fall 2022
Spring 2023
Fall 2023
Panorama
• 6-12 students reporting they can succeed in achieving academic outcomes.

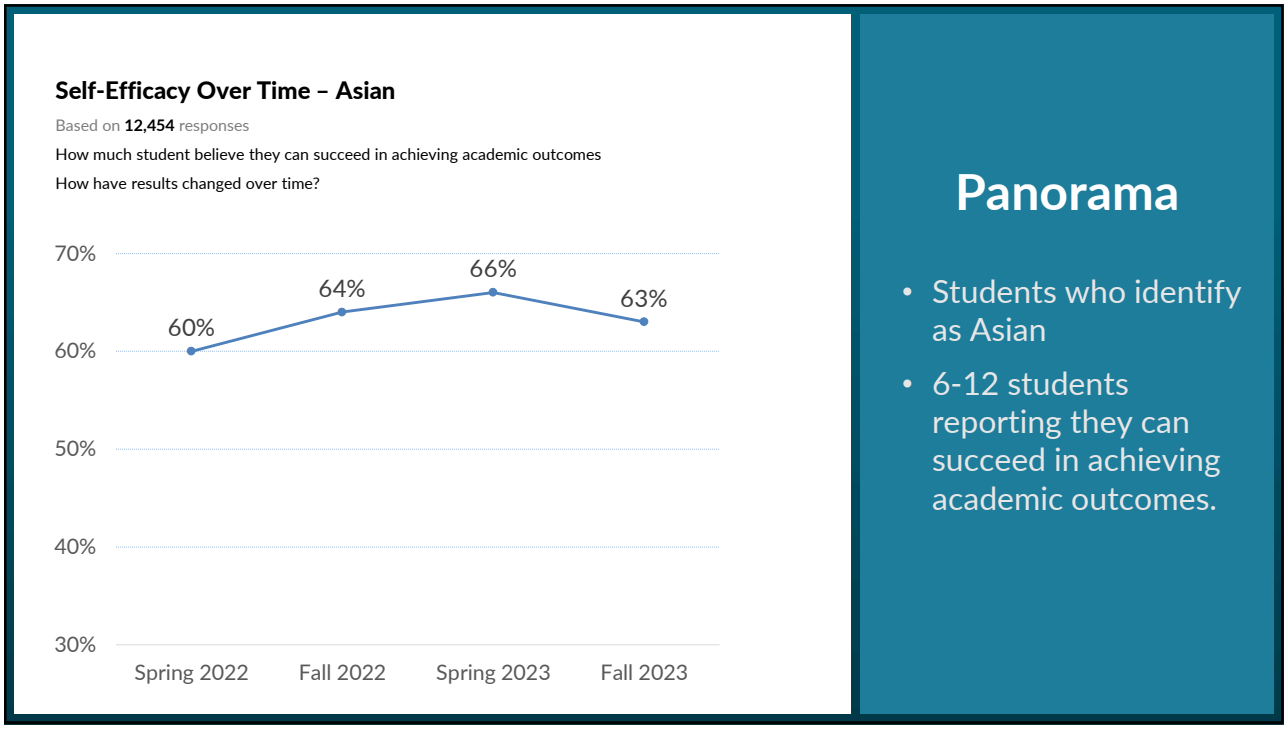
17


Self-Efficacy Over Time – Multilingual
Based on 12,454 responses
How much student believe they can succeed in achieving academic outcomes
How have results changed over time?
70%
60%
50%
40%
30%
43%
42%
48%
42%
Spring 2022
Fall 2022
Spring 2023
Fall 2023
Panorama
• Students who qualify for Multilingual services
• 6-12 students reporting they can succeed in achieving academic outcomes.

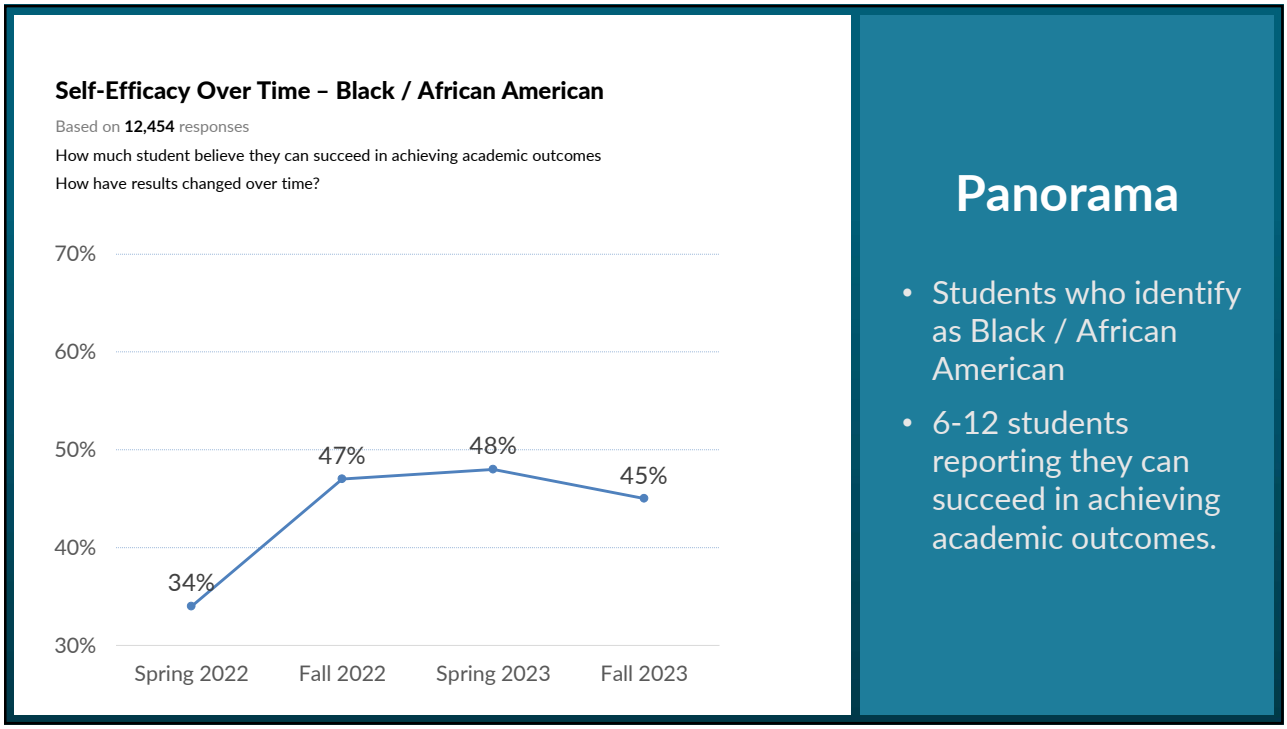
18


Self-Efficacy Over Time – Special Education
Based on 12,454 responses
How much student believe they can succeed in achieving academic outcomes
How have results changed over time?
70%
60%
50%
40%
30%
36%
37%
39%
37%
Spring 2022
Fall 2022
Spring 2023
Fall 2023
Panorama
• Students who qualify for Special Education services
• 6-12 students reporting they can succeed in achieving academic outcomes.

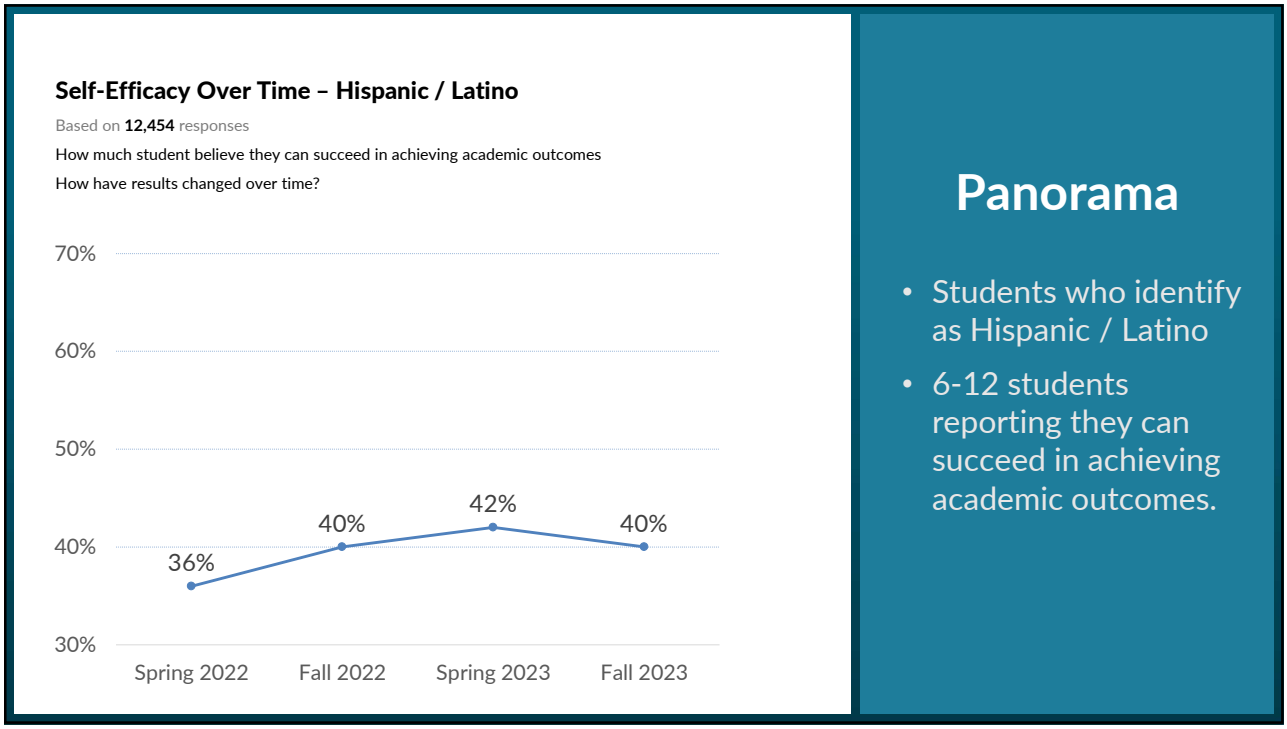
19


Self-Efficacy Over Time – Asian
Based on 12,454 responses
How much student believe they can succeed in achieving academic outcomes
How have results changed over time?
70%
60%
50%
40%
30%
60%
64%
66%
63%
Spring 2022
Fall 2022
Spring 2023
Fall 2023
Panorama
• Students who identify as Asian
• 6-12 students reporting they can succeed in achieving academic outcomes.

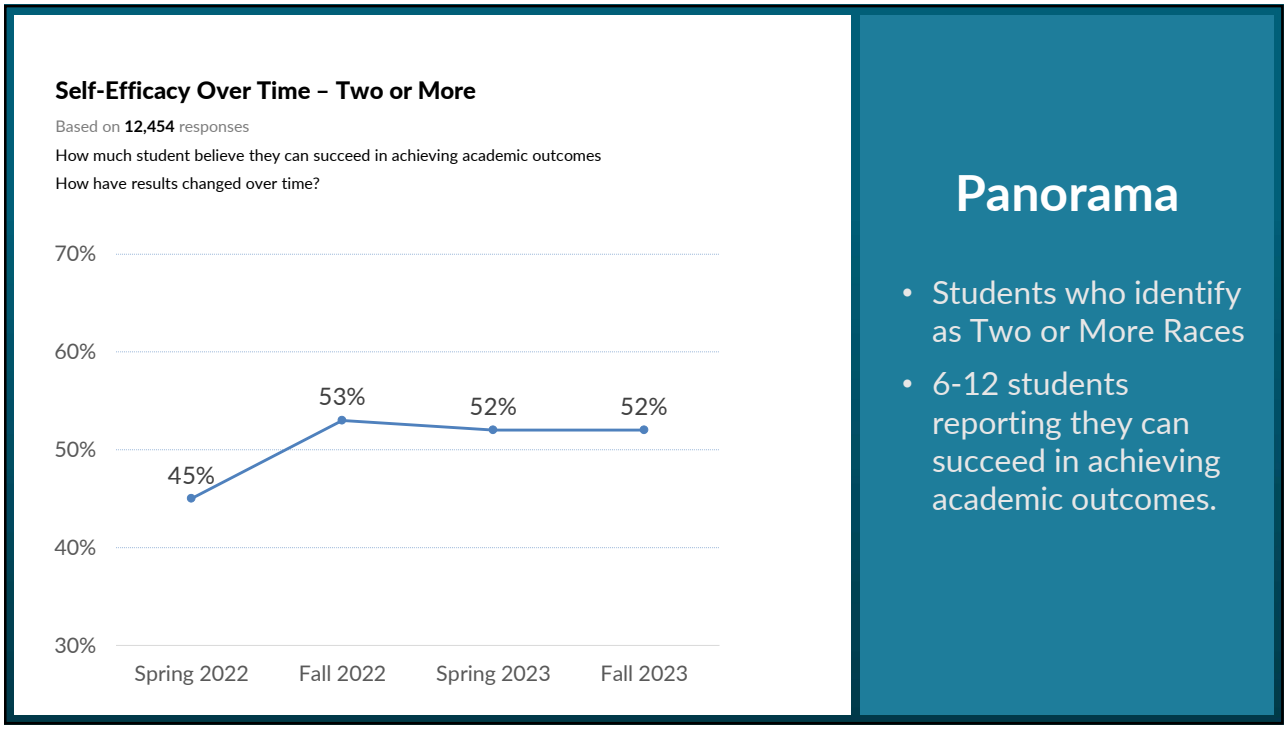
20


Self-Efficacy Over Time – Black / African American
Based on 12,454 responses
How much student believe they can succeed in achieving academic outcomes
How have results changed over time?
70%
60%
50%
40%
30%
34%
47%
48%
45%
Spring 2022
Fall 2022
Spring 2023
Fall 2023
Panorama
• Students who identify as Black / African American
• 6-12 students reporting they can succeed in achieving academic outcomes.

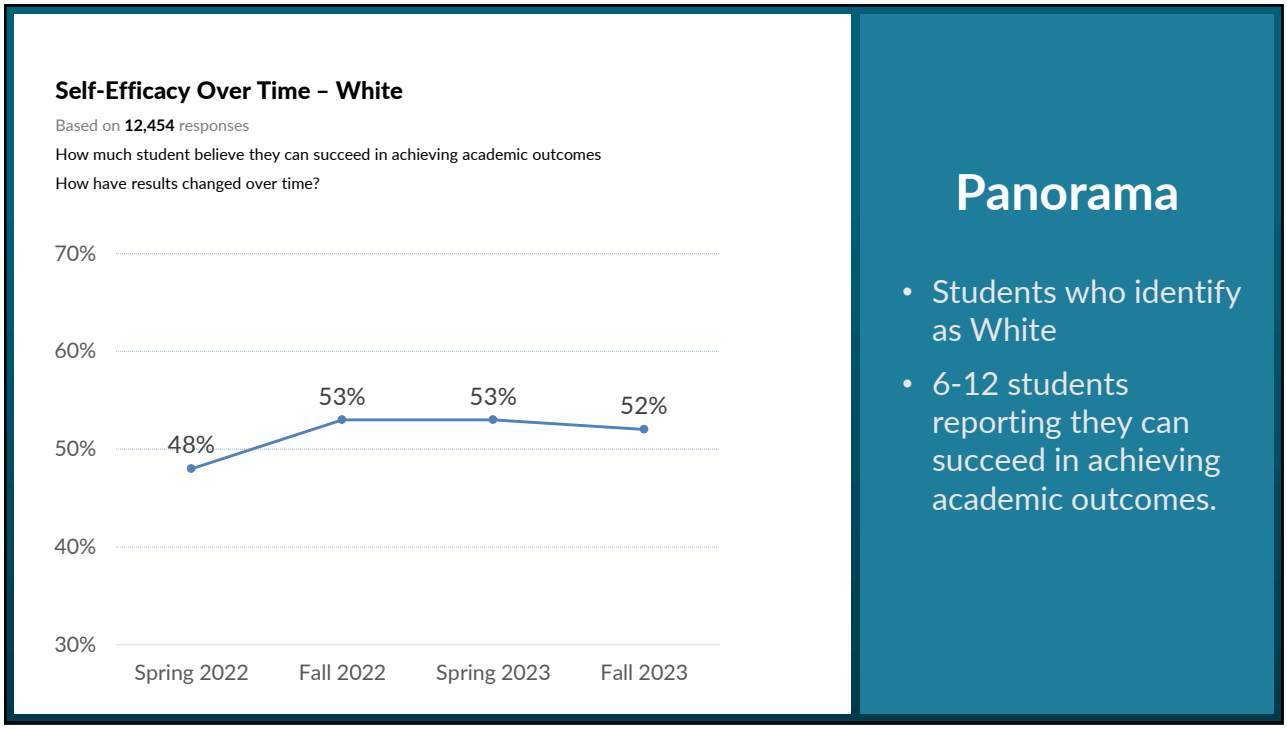
21


Self-Efficacy Over Time – Hispanic / Latino
Based on 12,454 responses
How much student believe they can succeed in achieving academic outcomes
How have results changed over time?
70%
60%
50%
40%
30%
36%
40%
42%
40%
Spring 2022
Fall 2022
Spring 2023
Fall 2023
Panorama
• Students who identify as Hispanic / Latino
• 6-12 students reporting they can succeed in achieving academic outcomes.

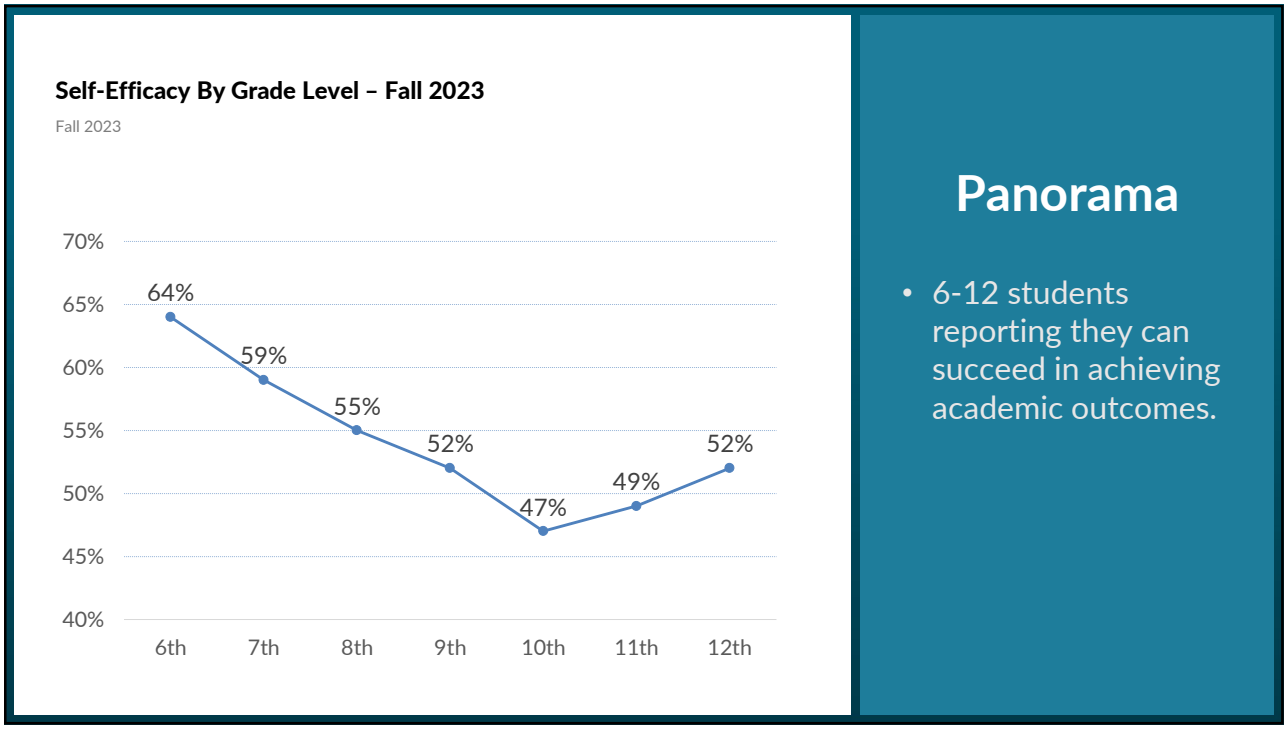
22


Self-Efficacy Over Time – Two or More
Based on 12,454 responses
How much student believe they can succeed in achieving academic outcomes
How have results changed over time?
70%
60%
50%
40%
30%
45%
53%
52%
52%
Spring 2022
Fall 2022
Spring 2023
Fall 2023
Panorama
• Students who identify as Two or More Races
• 6-12 students reporting they can succeed in achieving academic outcomes.

23


Self-Efficacy Over Time – White
Based on 12,454 responses
How much student believe they can succeed in achieving academic outcomes
How have results changed over time?
70%
60%
50%
40%
30%
48%
53%
53%
52%
Spring 2022
Fall 2022
Spring 2023
Fall 2023
Panorama
• Students who identify as White
• 6-12 students reporting they can succeed in achieving academic outcomes.

24



25

Group 2

Electives - Music

26

Percent of **Grade 9-11** Students Taking at Least 1 Music Course

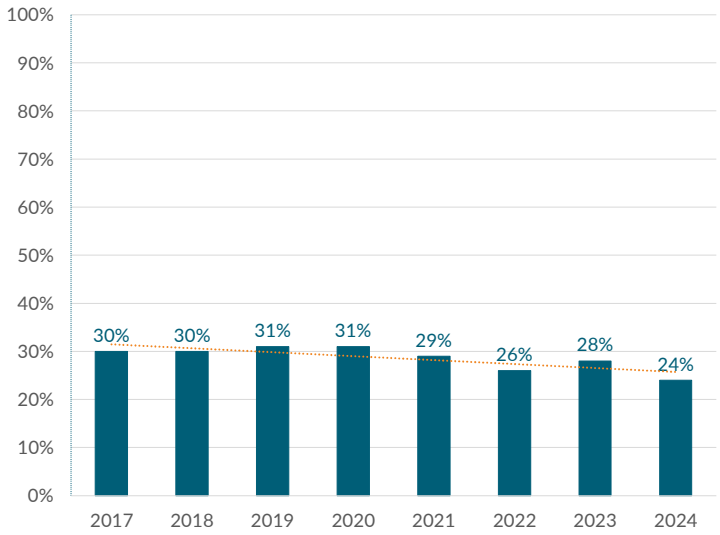
Music course defined as any course with MUS course code. Part- and full-time Running Start students not included.

	2017-18	2018-19	2021-22
Eastlake HS	19	25	20
Juanita HS	18	25	26
Lake WA HS	21	32	20
Redmond HS	21	22	20
DISTRICT	19	21	22

27

Percent of Students Grades 9-11 Taking Music Course

9th grade continuously enrolled cohorts



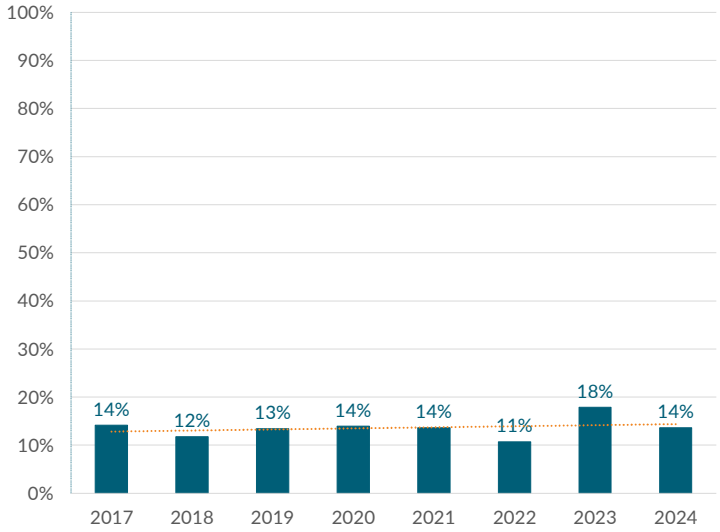
Business Rules

- Any course with MUS course code or music related course title
- Comprehensive high schools
- 2024 only includes first semester data?
- Enrollment has increased over time

28

Percent of Students Grades 9-11 Taking Music Course – Low Income

9th grade continuously enrolled cohorts



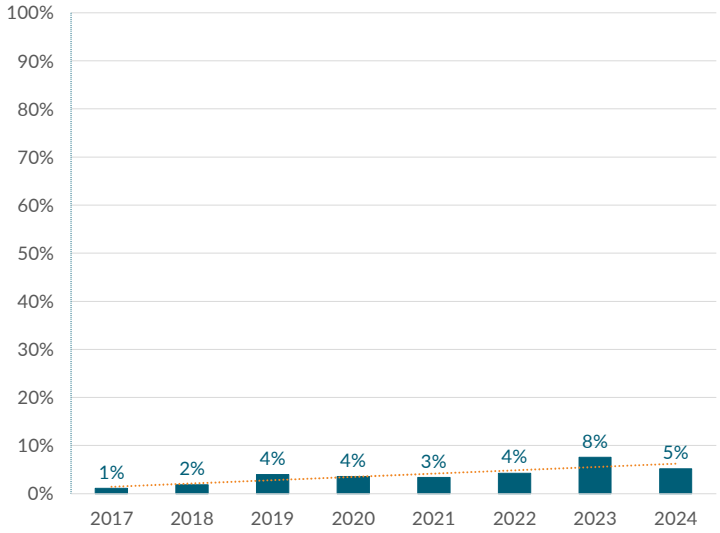
Business Rules

- % of total taking music classes
- Comprehensive high schools
- 2024 only includes first semester data
- Enrollment has increased over time

29

Percent of Students Grades 9-11 Taking Music Course – Multilingual

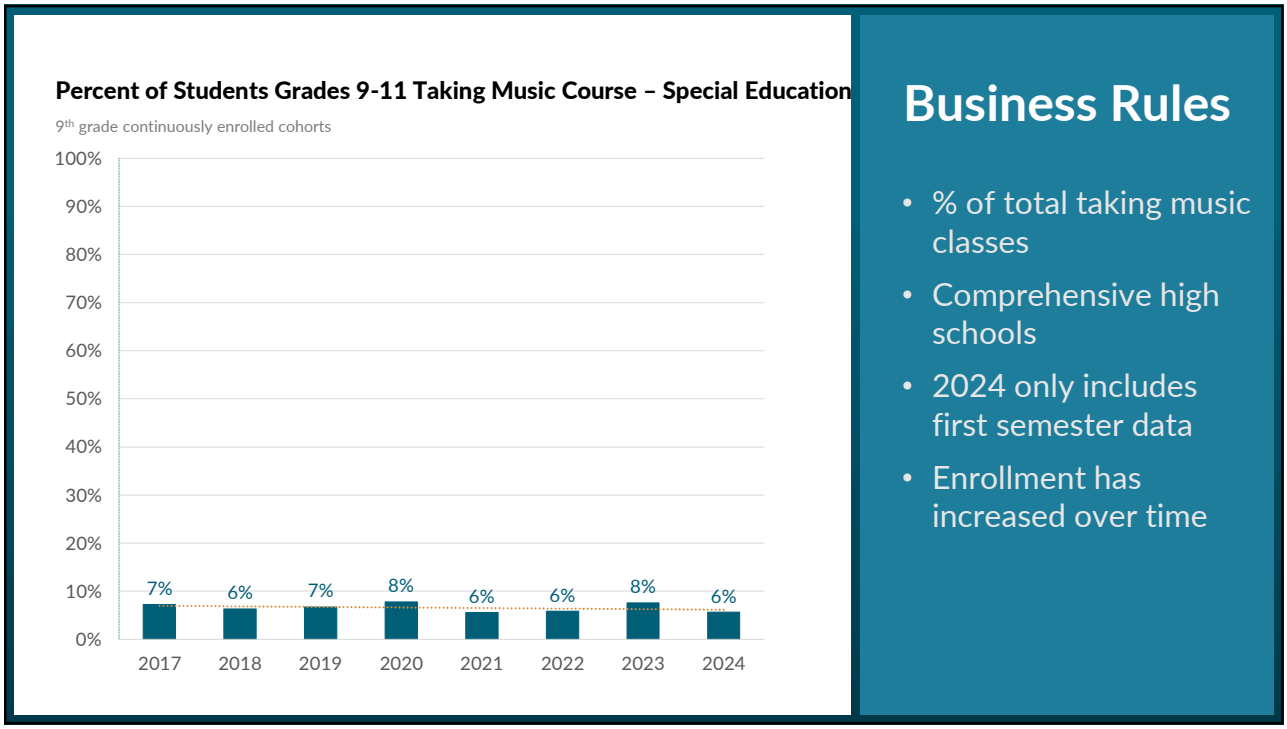
9th grade continuously enrolled cohorts



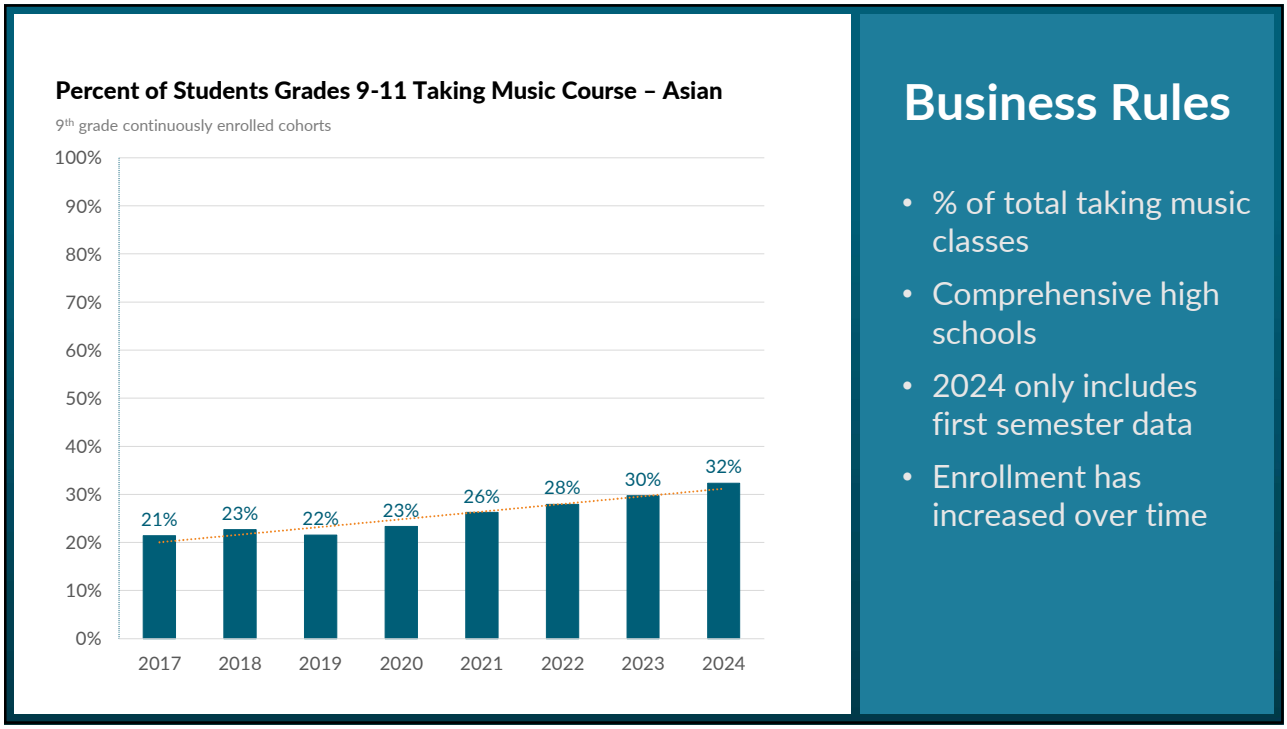
Business Rules

- % of total taking music classes
- Comprehensive high schools
- 2024 only includes first semester data
- Enrollment has increased over time

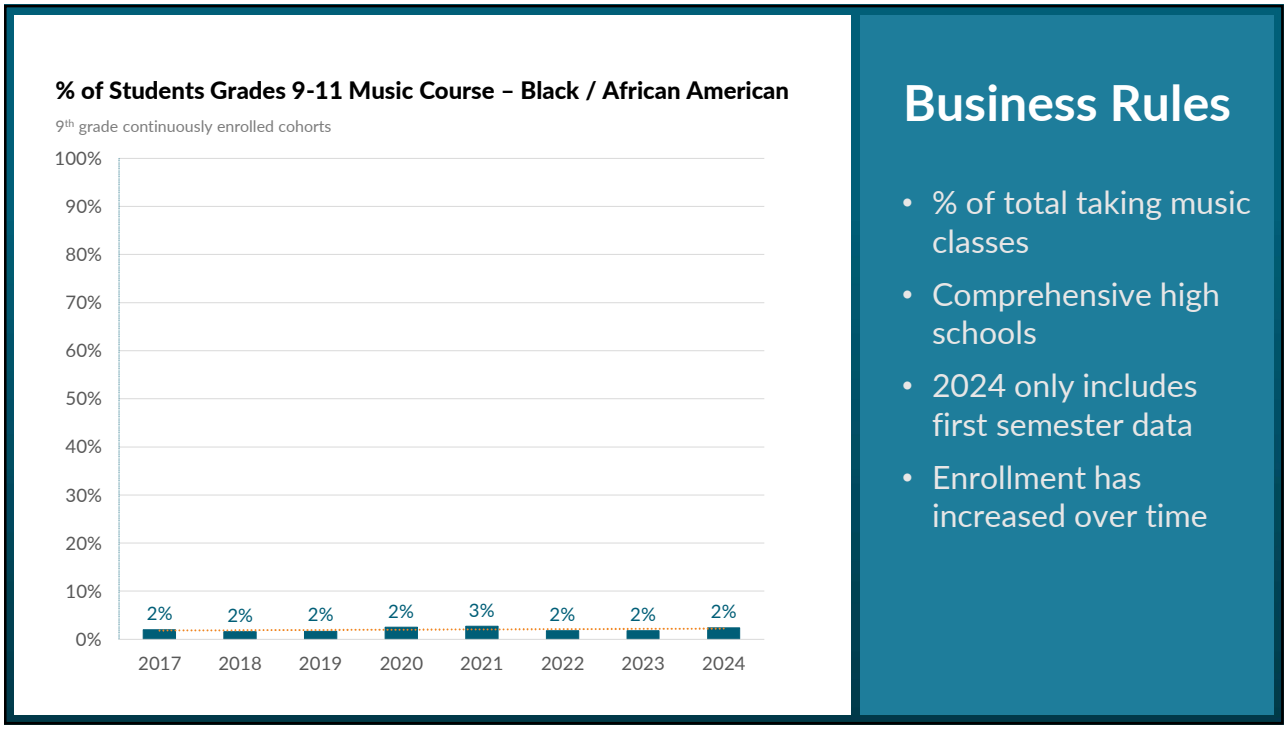
30


Percent of Students Grades 9-11 Taking Music Course – Special Education
9th grade continuously enrolled cohorts
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
7%
6%
7%
8%
6%
6%
8%
6%
2017
2018
2019
2020
2021
2022
2023
2024
Business Rules
• % of total taking music classes
• Comprehensive high schools
• 2024 only includes first semester data
• Enrollment has increased over time

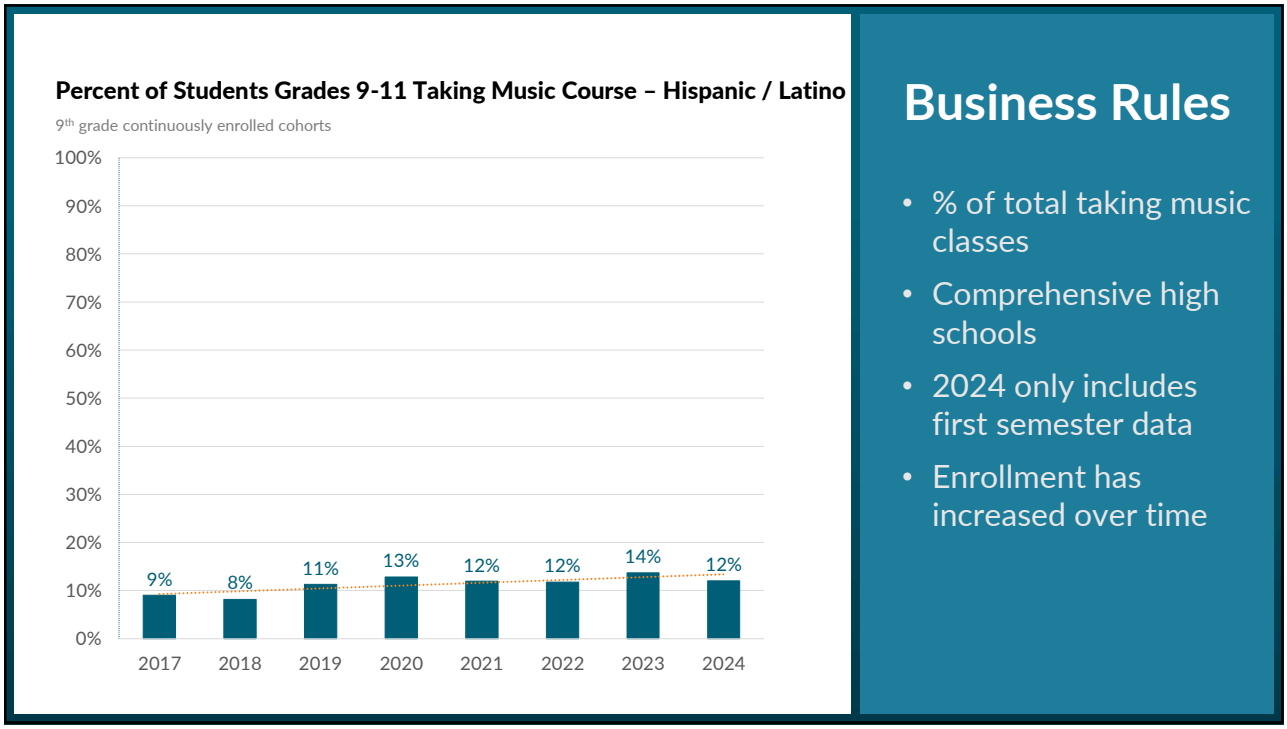
31


Percent of Students Grades 9-11 Taking Music Course – Asian
9th grade continuously enrolled cohorts
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
21%
23%
22%
23%
26%
28%
30%
32%
2017
2018
2019
2020
2021
2022
2023
2024
Business Rules
• % of total taking music classes
• Comprehensive high schools
• 2024 only includes first semester data
• Enrollment has increased over time

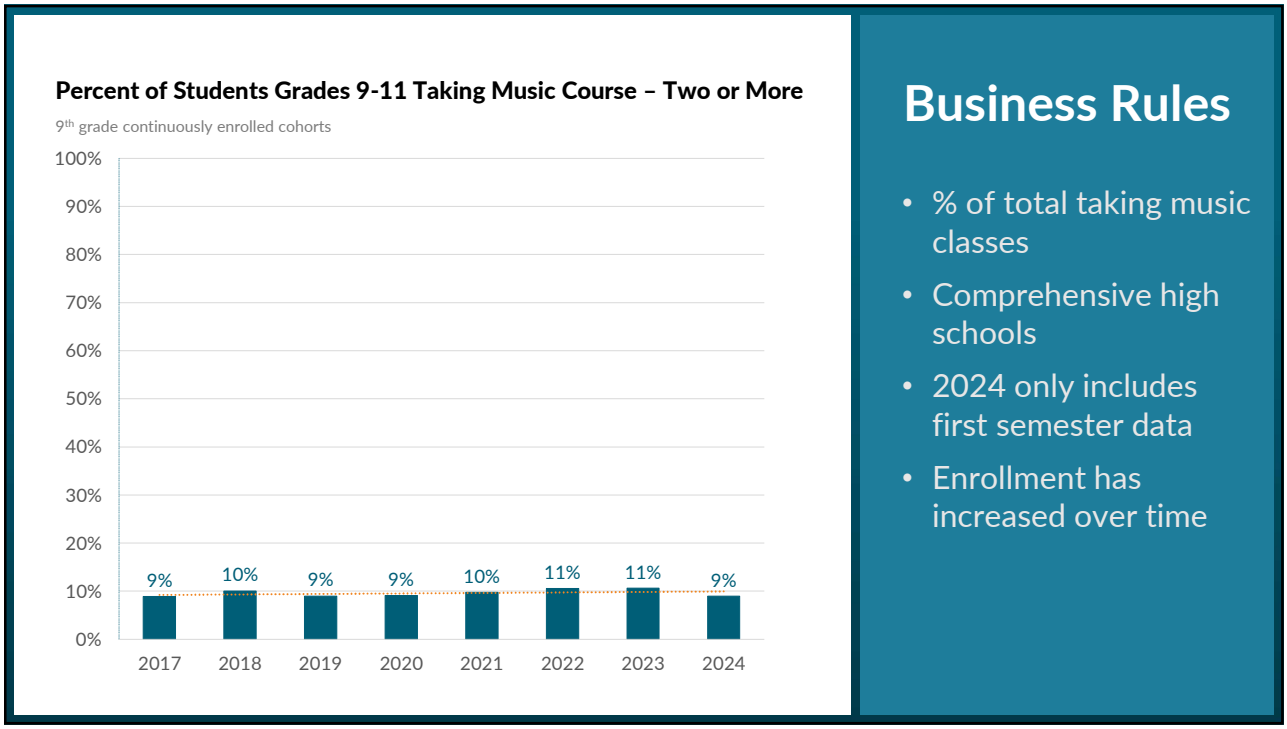
32


% of Students Grades 9-11 Music Course – Black / African American
9th grade continuously enrolled cohorts
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2%
2%
2%
2%
3%
2%
2%
2%
2017
2018
2019
2020
2021
2022
2023
2024
Business Rules
• % of total taking music classes
• Comprehensive high schools
• 2024 only includes first semester data
• Enrollment has increased over time

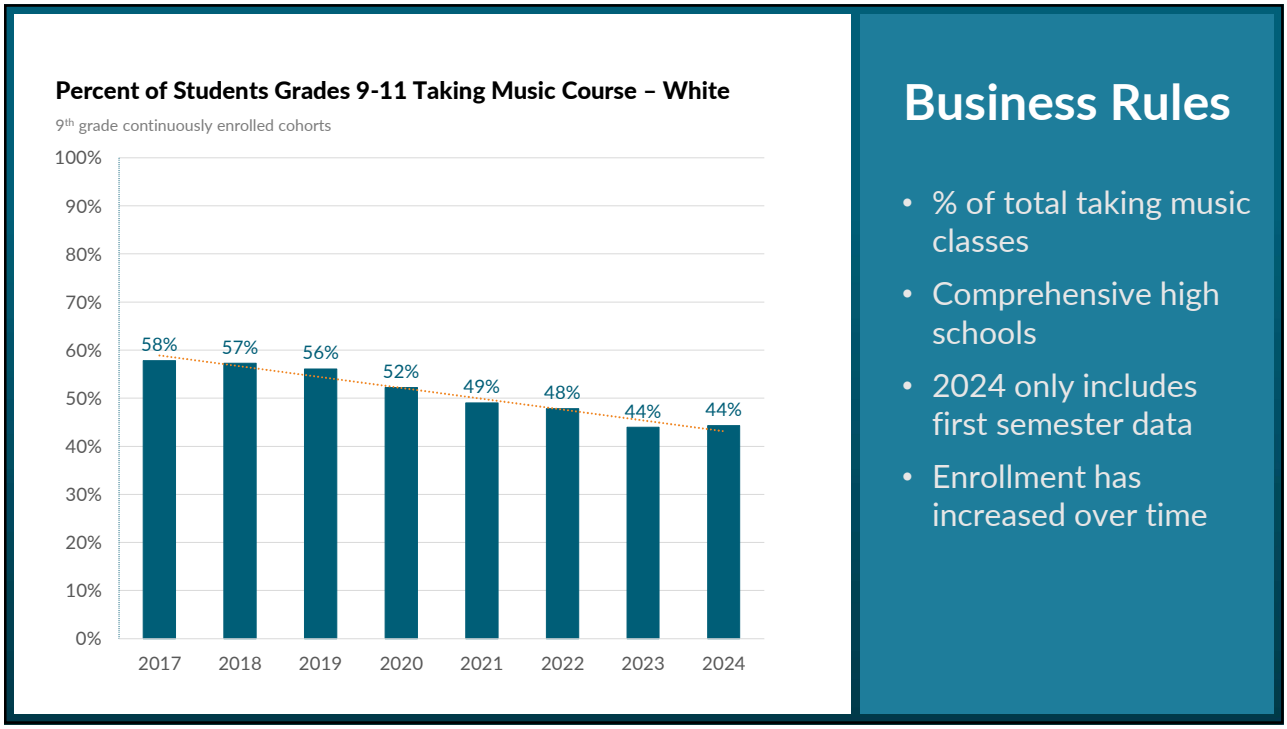
33


Percent of Students Grades 9-11 Taking Music Course – Hispanic / Latino
9th grade continuously enrolled cohorts
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
9%
8%
11%
13%
12%
12%
14%
12%
2017
2018
2019
2020
2021
2022
2023
2024
Business Rules
• % of total taking music classes
• Comprehensive high schools
• 2024 only includes first semester data
• Enrollment has increased over time

34


Percent of Students Grades 9-11 Taking Music Course – Two or More
9th grade continuously enrolled cohorts
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
9%
10%
9%
9%
10%
11%
11%
9%
2017
2018
2019
2020
2021
2022
2023
2024
Business Rules
• % of total taking music classes
• Comprehensive high schools
• 2024 only includes first semester data
• Enrollment has increased over time

35


Percent of Students Grades 9-11 Taking Music Course – White
9th grade continuously enrolled cohorts
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
58%
57%
56%
52%
49%
48%
44%
44%
2017
2018
2019
2020
2021
2022
2023
2024
Business Rules
• % of total taking music classes
• Comprehensive high schools
• 2024 only includes first semester data
• Enrollment has increased over time

36

Group 3

Increase Access to Rigorous Course Work – ≥ 1 AP Course 11th / 12th Grade

37

Percent of **Grade 11** Students Taking at Least 1 AP Course

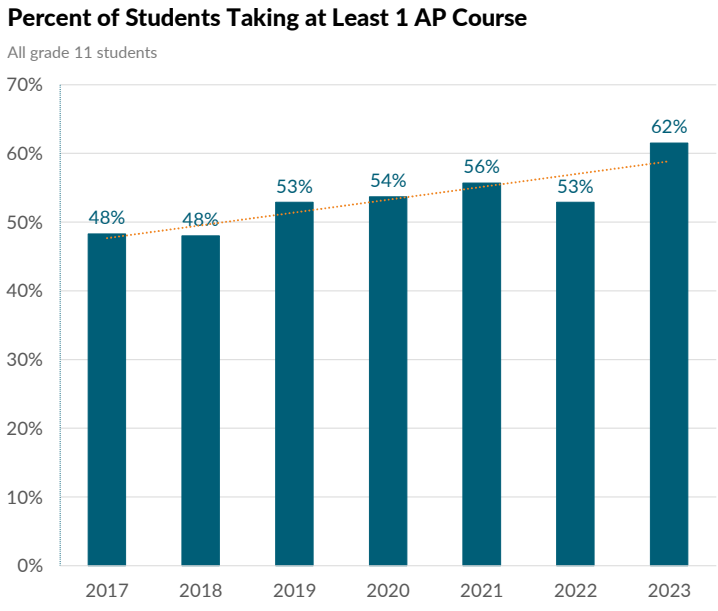
	2017-18	2018-19	2021-22
Eastlake HS	55	69	67
Juanita HS	55	58	45
Lake WA HS	47	51	51
Redmond HS	50	53	56
DISTRICT	56	62	60

38

Percent of **Grade 12** Students Taking at Least 1 AP Course

	2017-18	2018-19	2021-22
Eastlake HS	59	59	61
Juanita HS	68	54	55
Lake WA HS	62	56	48
Redmond HS	62	66	53
DISTRICT	66	61	58

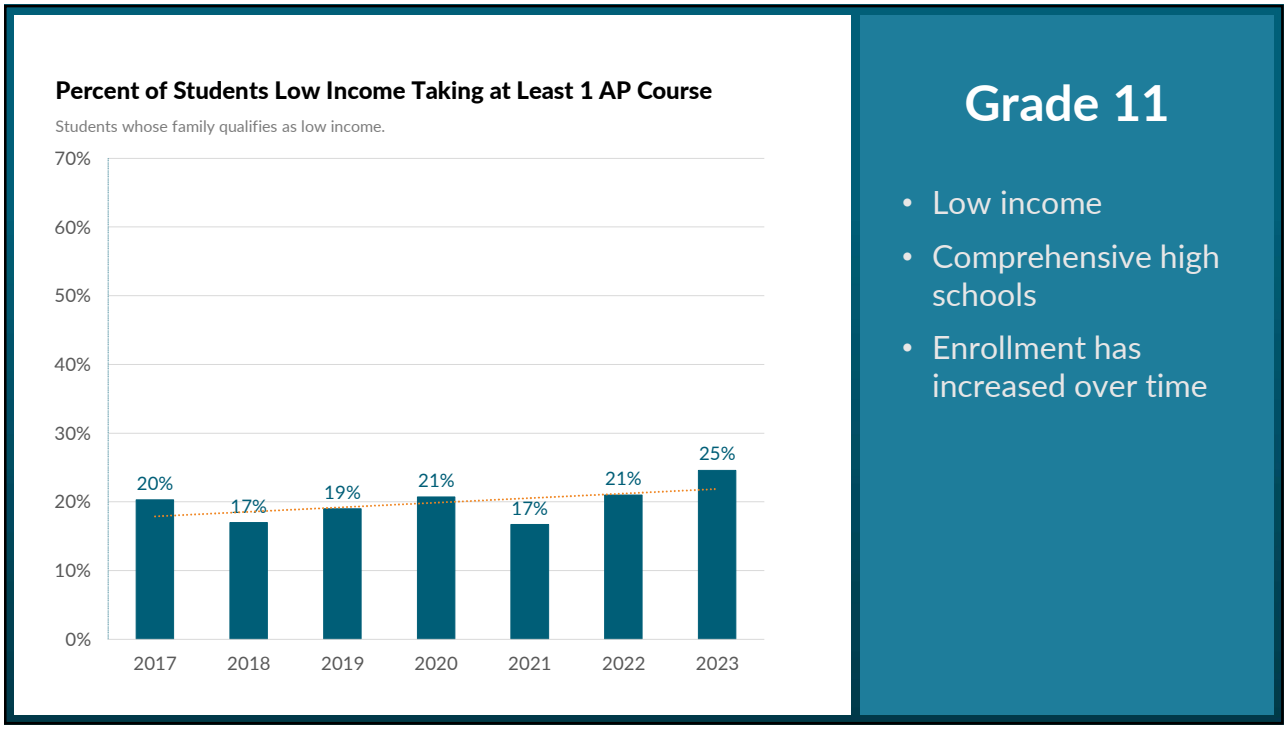
39



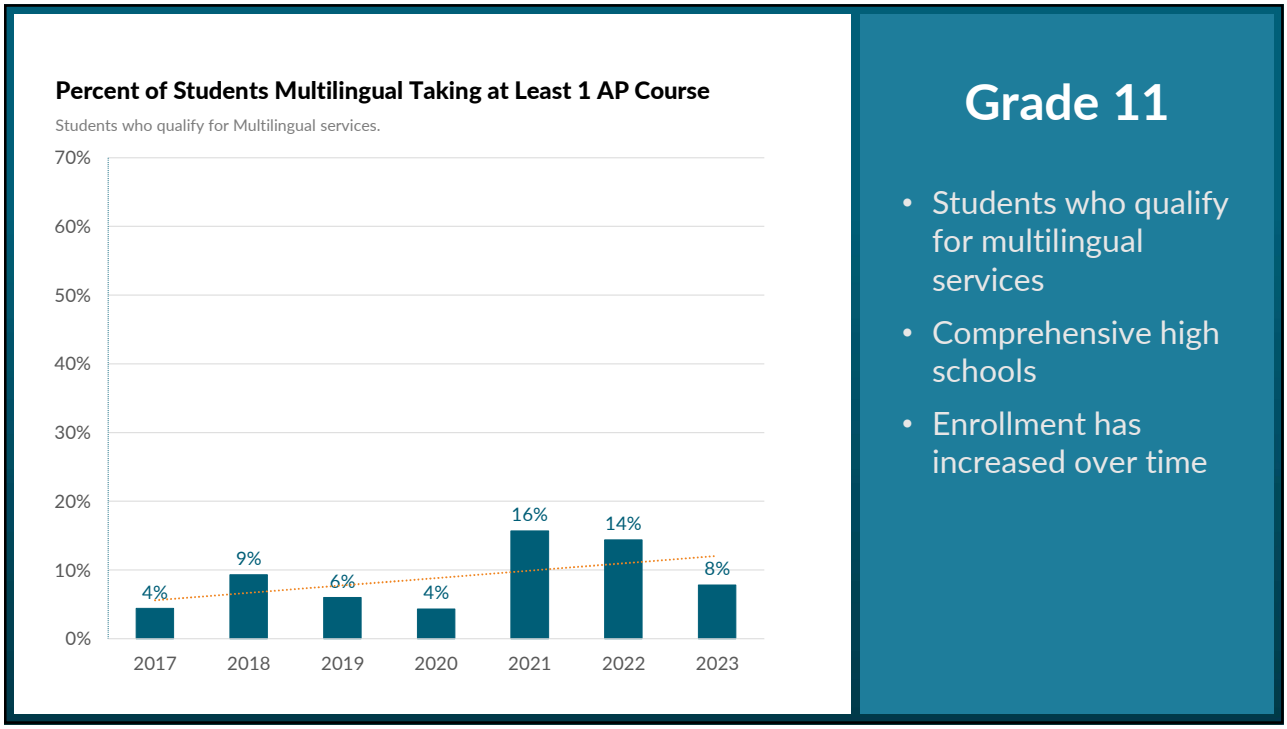
Grade 11

- At least 1 AP Course
- Comprehensive high schools
- Total enrollment has increased over time

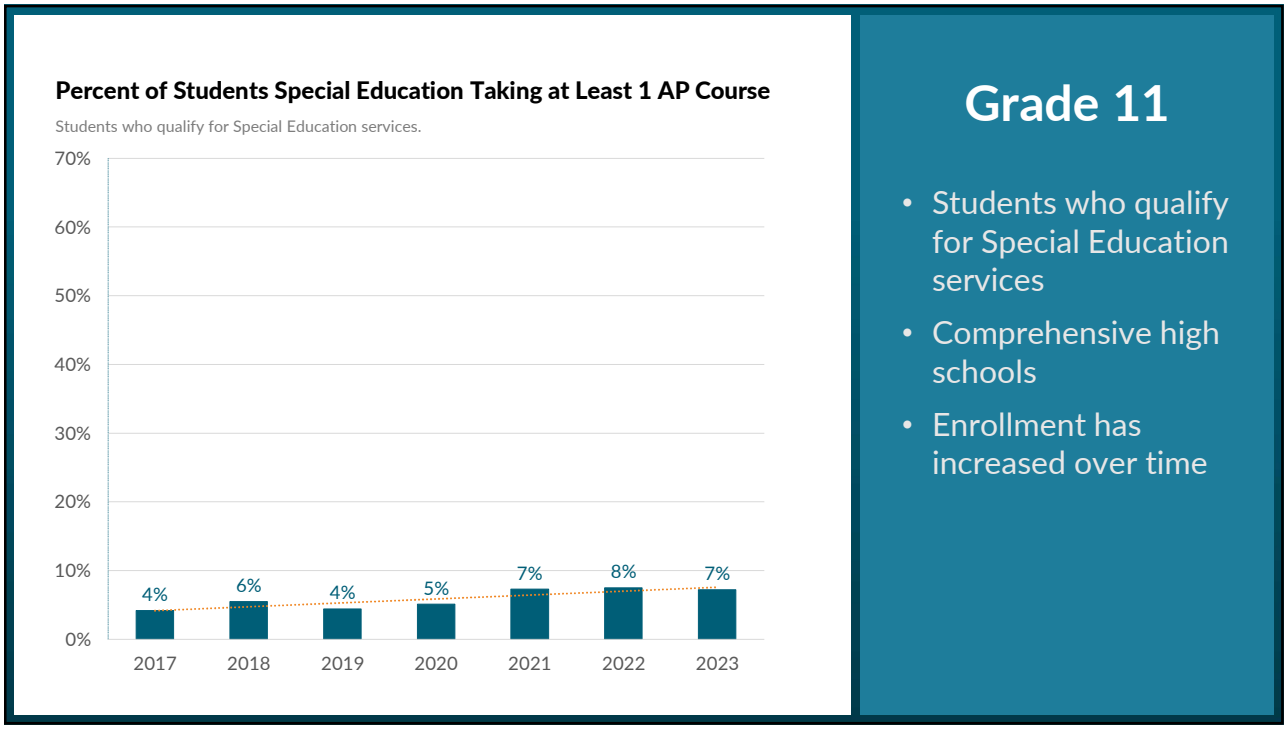
40


Percent of Students Low Income Taking at Least 1 AP Course
Students whose family qualifies as low income.
70%
60%
50%
40%
30%
20%
10%
0%
20%
17%
19%
21%
17%
21%
25%
2017
2018
2019
2020
2021
2022
2023
Grade 11
Low income
Comprehensive high schools
Enrollment has increased over time

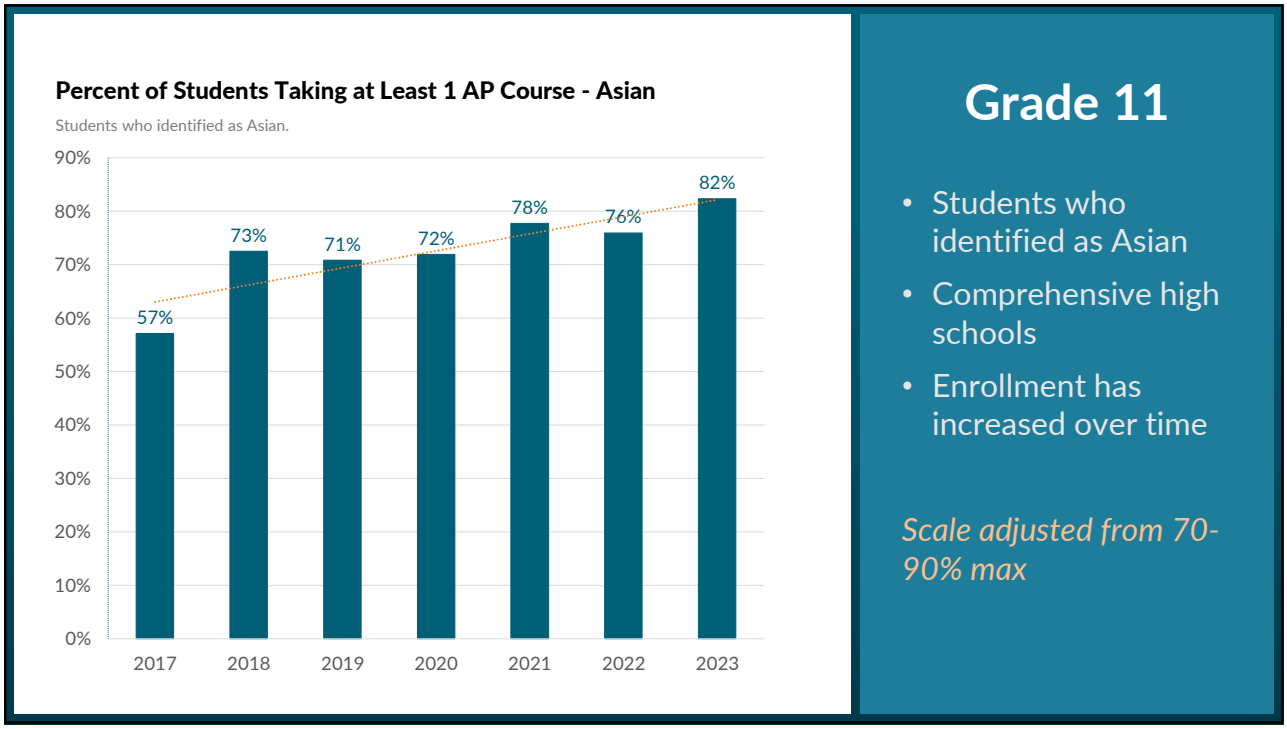
41


Percent of Students Multilingual Taking at Least 1 AP Course
Students who qualify for Multilingual services.
70%
60%
50%
40%
30%
20%
10%
0%
4%
9%
6%
4%
16%
14%
8%
2017
2018
2019
2020
2021
2022
2023
Grade 11
Students who qualify for multilingual services
Comprehensive high schools
Enrollment has increased over time

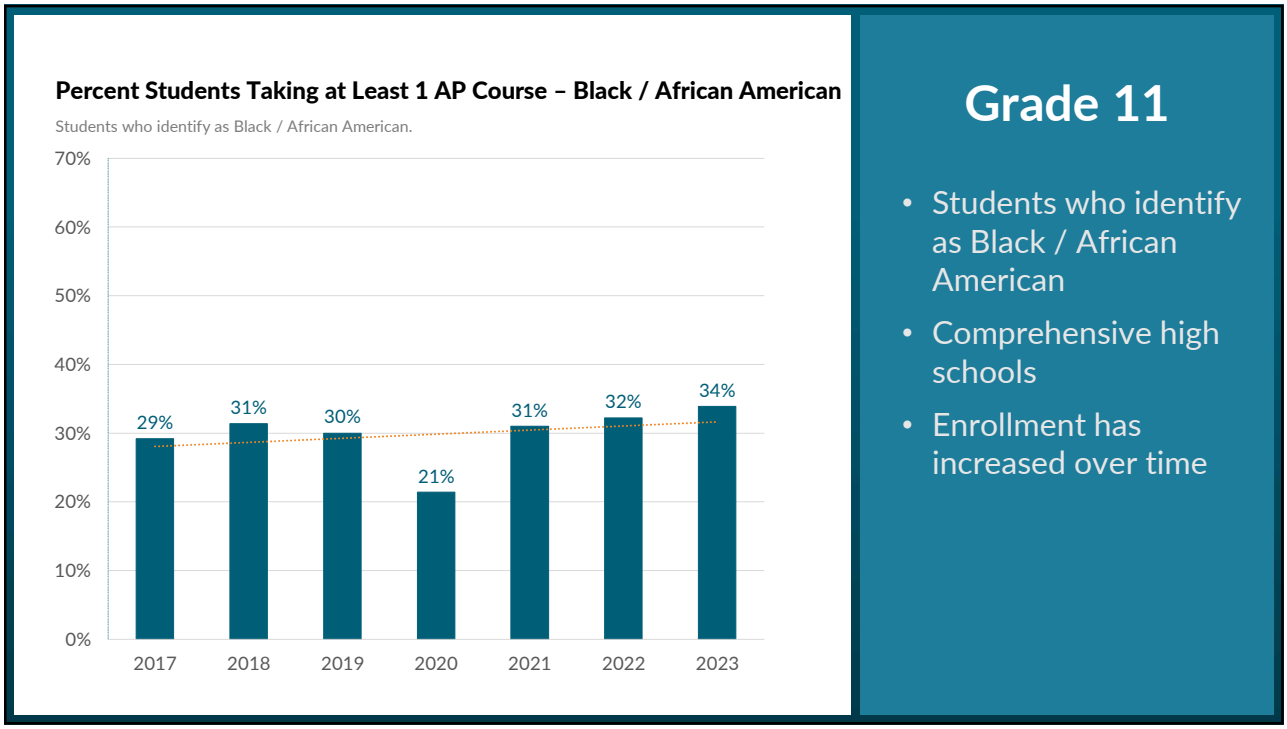
42


Percent of Students Special Education Taking at Least 1 AP Course
Students who qualify for Special Education services.
70%
60%
50%
40%
30%
20%
10%
0%
4%
6%
4%
5%
7%
8%
7%
2017
2018
2019
2020
2021
2022
2023
Grade 11
• Students who qualify for Special Education services
• Comprehensive high schools
• Enrollment has increased over time

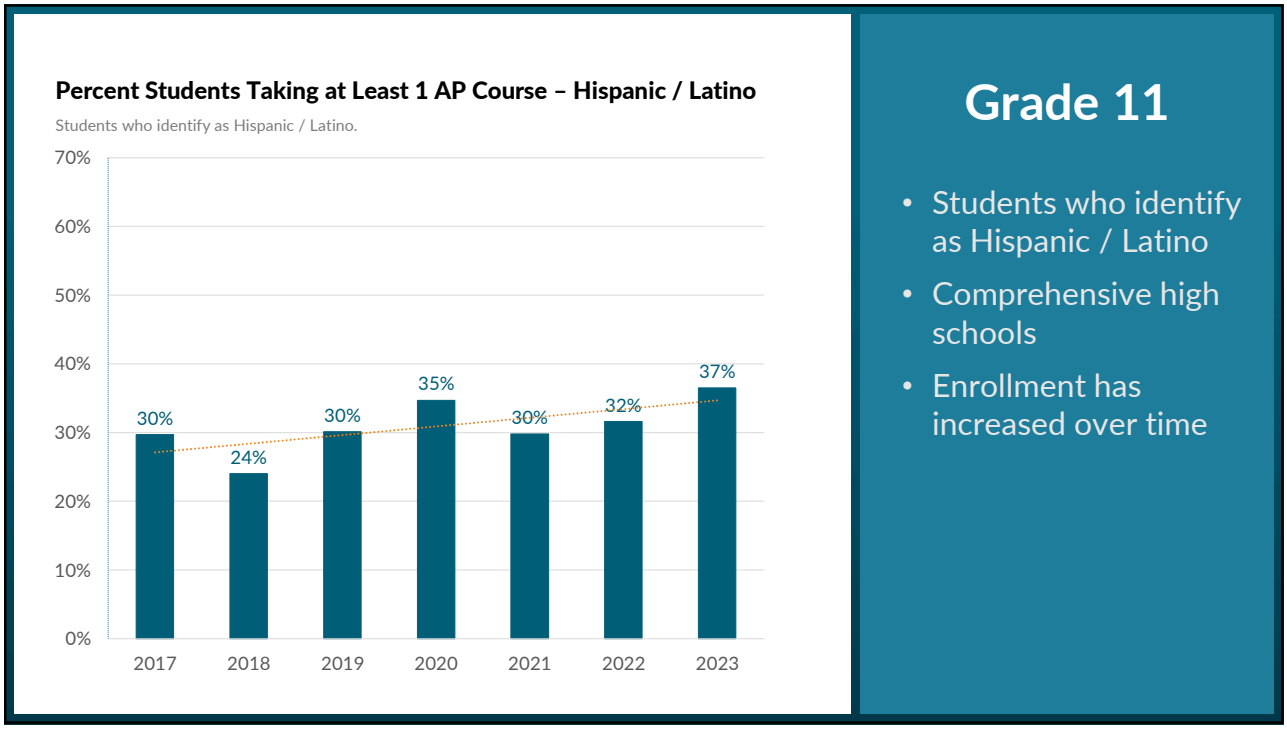
43


Percent of Students Taking at Least 1 AP Course - Asian
Students who identified as Asian.
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
57%
73%
71%
72%
78%
76%
82%
2017
2018
2019
2020
2021
2022
2023
Grade 11
• Students who identified as Asian
• Comprehensive high schools
• Enrollment has increased over time
Scale adjusted from 70-90% max

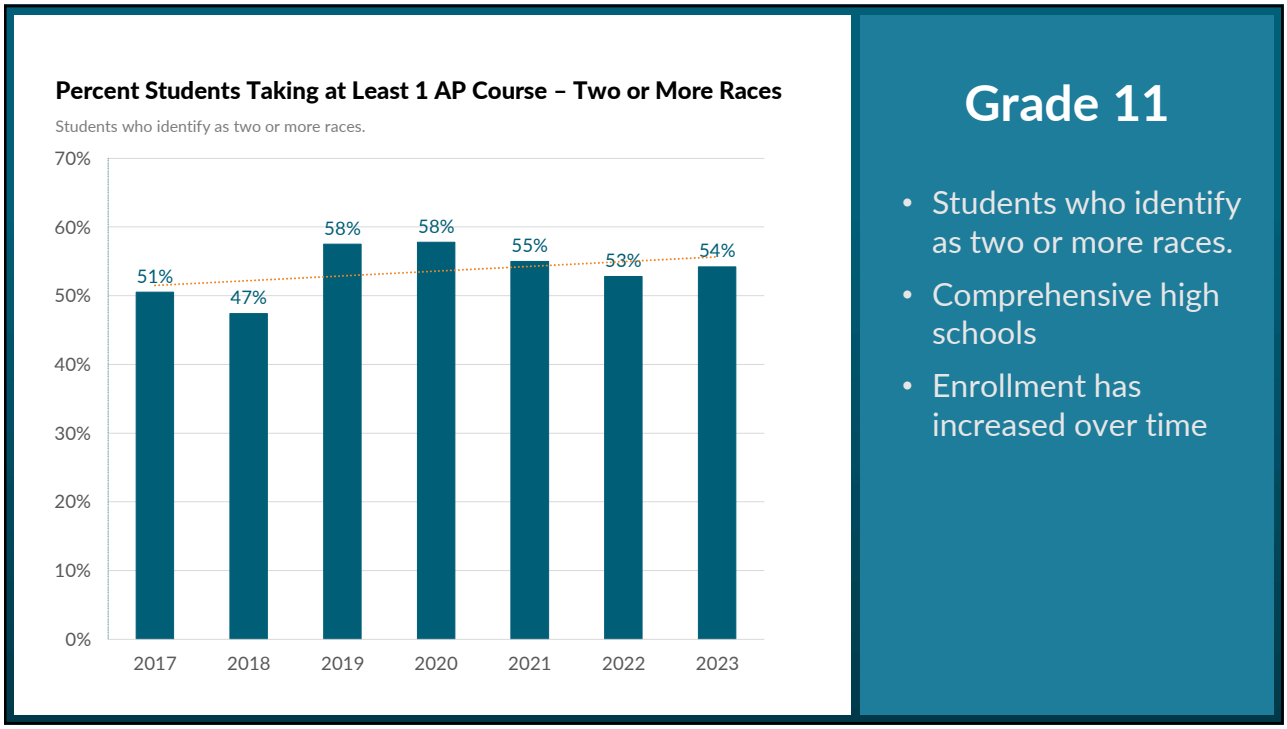
44


Percent Students Taking at Least 1 AP Course – Black / African American
Students who identify as Black / African American.
70%
60%
50%
40%
30%
20%
10%
0%
29%
31%
30%
21%
31%
32%
34%
2017
2018
2019
2020
2021
2022
2023
Grade 11
• Students who identify as Black / African American
• Comprehensive high schools
• Enrollment has increased over time

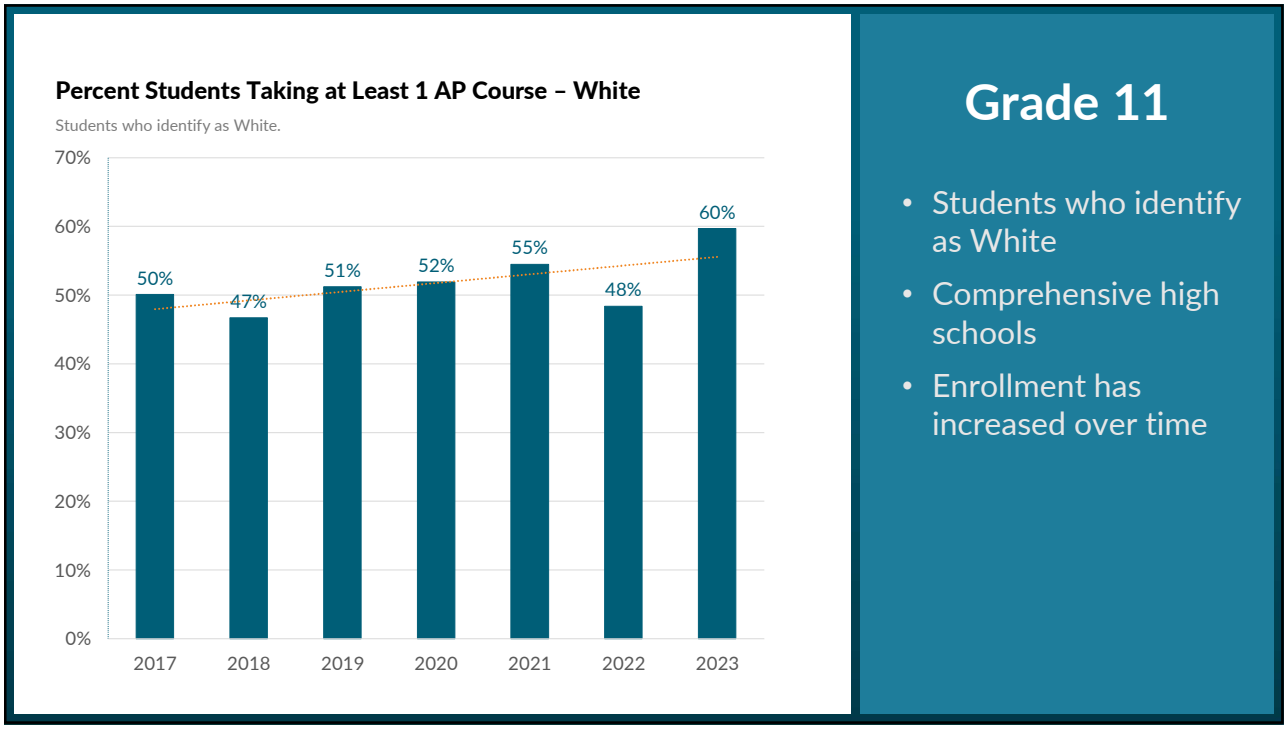
45


Percent Students Taking at Least 1 AP Course – Hispanic / Latino
Students who identify as Hispanic / Latino.
70%
60%
50%
40%
30%
20%
10%
0%
30%
24%
30%
35%
30%
32%
37%
2017
2018
2019
2020
2021
2022
2023
Grade 11
• Students who identify as Hispanic / Latino
• Comprehensive high schools
• Enrollment has increased over time

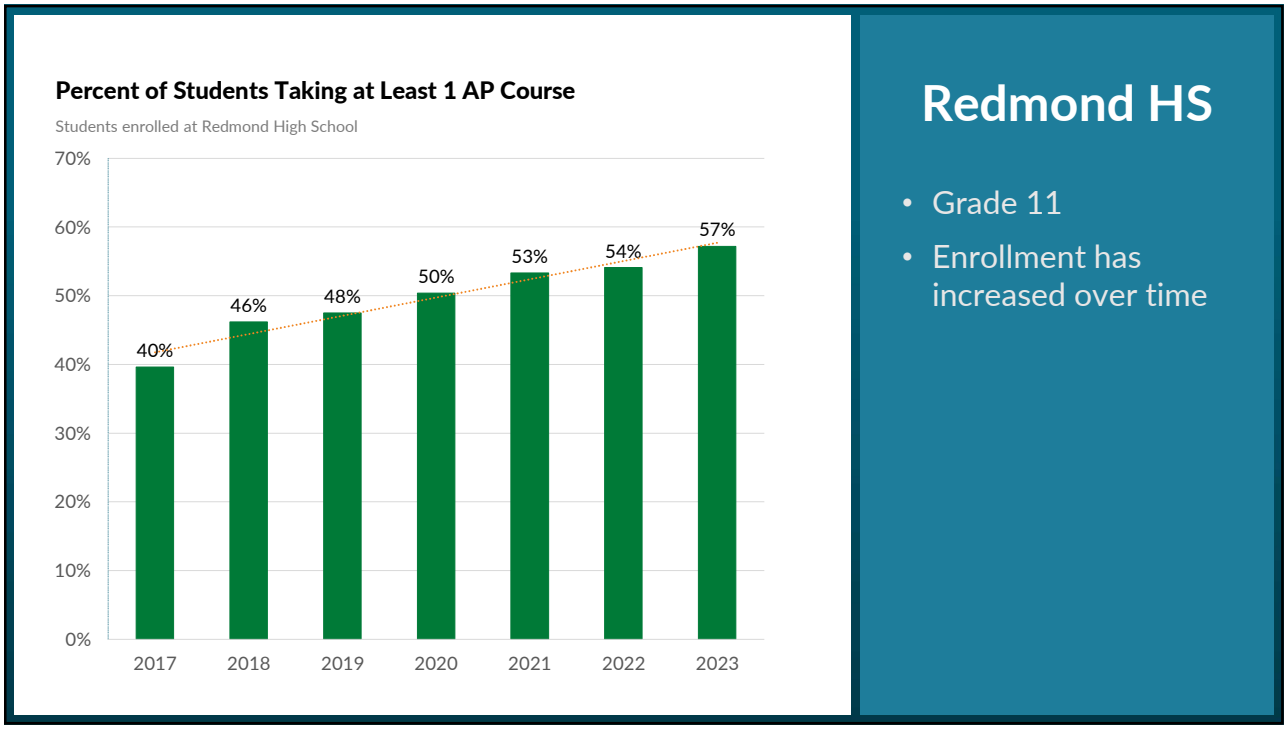
46


Percent Students Taking at Least 1 AP Course – Two or More Races
Students who identify as two or more races.
70%
60%
50%
40%
30%
20%
10%
0%
51%
47%
58%
58%
55%
53%
54%
2017
2018
2019
2020
2021
2022
2023
Grade 11
• Students who identify as two or more races.
• Comprehensive high schools
• Enrollment has increased over time

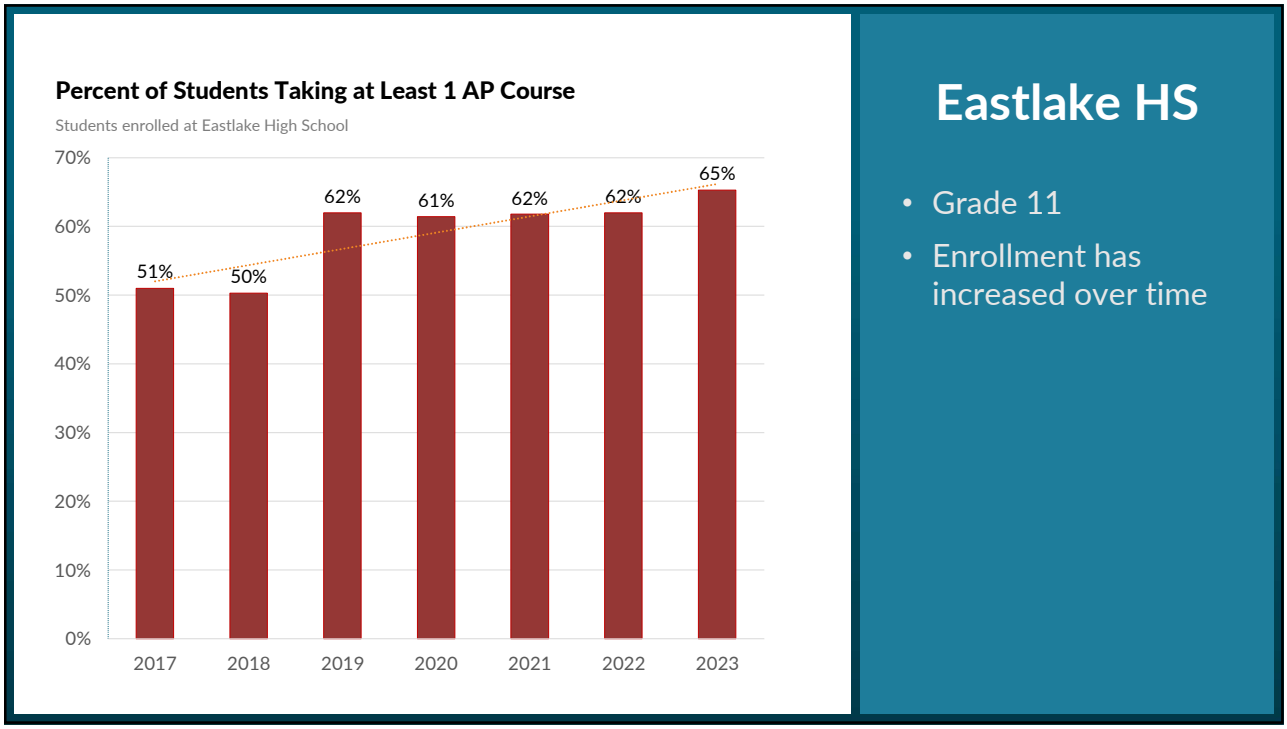
47


Percent Students Taking at Least 1 AP Course – White
Students who identify as White.
70%
60%
50%
40%
30%
20%
10%
0%
50%
47%
51%
52%
55%
48%
60%
2017
2018
2019
2020
2021
2022
2023
Grade 11
• Students who identify as White
• Comprehensive high schools
• Enrollment has increased over time

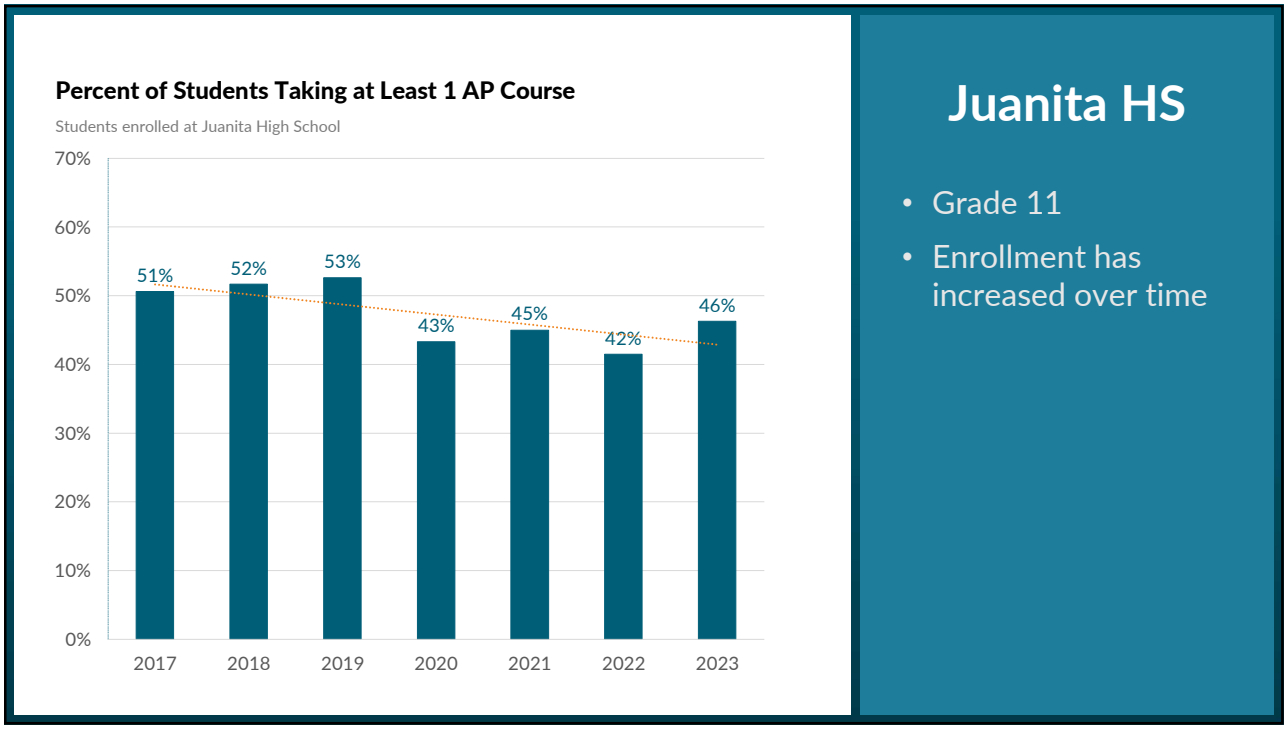
48


Percent of Students Taking at Least 1 AP Course
Students enrolled at Redmond High School
70%
60%
50%
40%
30%
20%
10%
0%
40%
46%
48%
50%
53%
54%
57%
2017
2018
2019
2020
2021
2022
2023
Redmond HS
Grade 11
Enrollment has increased over time

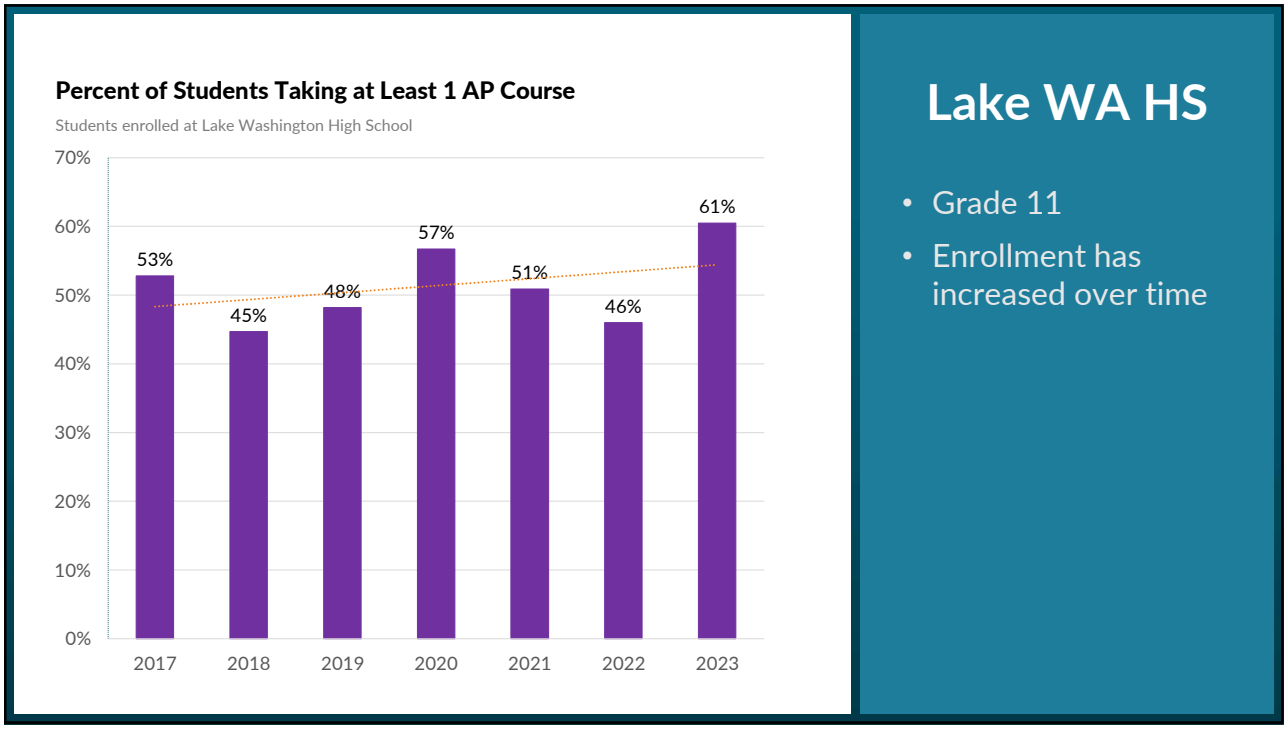
49


Percent of Students Taking at Least 1 AP Course
Students enrolled at Eastlake High School
70%
60%
50%
40%
30%
20%
10%
0%
51%
50%
62%
61%
62%
62%
65%
2017
2018
2019
2020
2021
2022
2023
Eastlake HS
Grade 11
Enrollment has increased over time

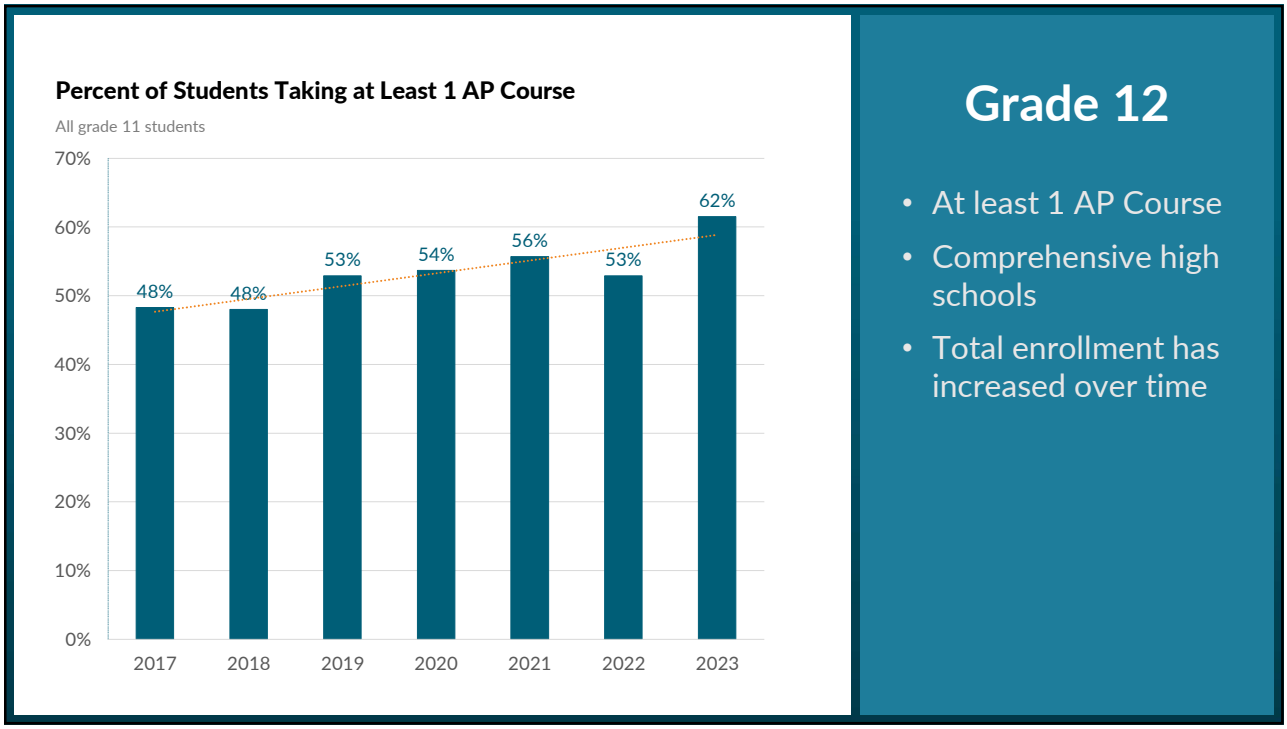
50


Percent of Students Taking at Least 1 AP Course
Students enrolled at Juanita High School
70%
60%
50%
40%
30%
20%
10%
0%
51%
52%
53%
43%
45%
42%
46%
2017
2018
2019
2020
2021
2022
2023
Juanita HS
• Grade 11
• Enrollment has increased over time

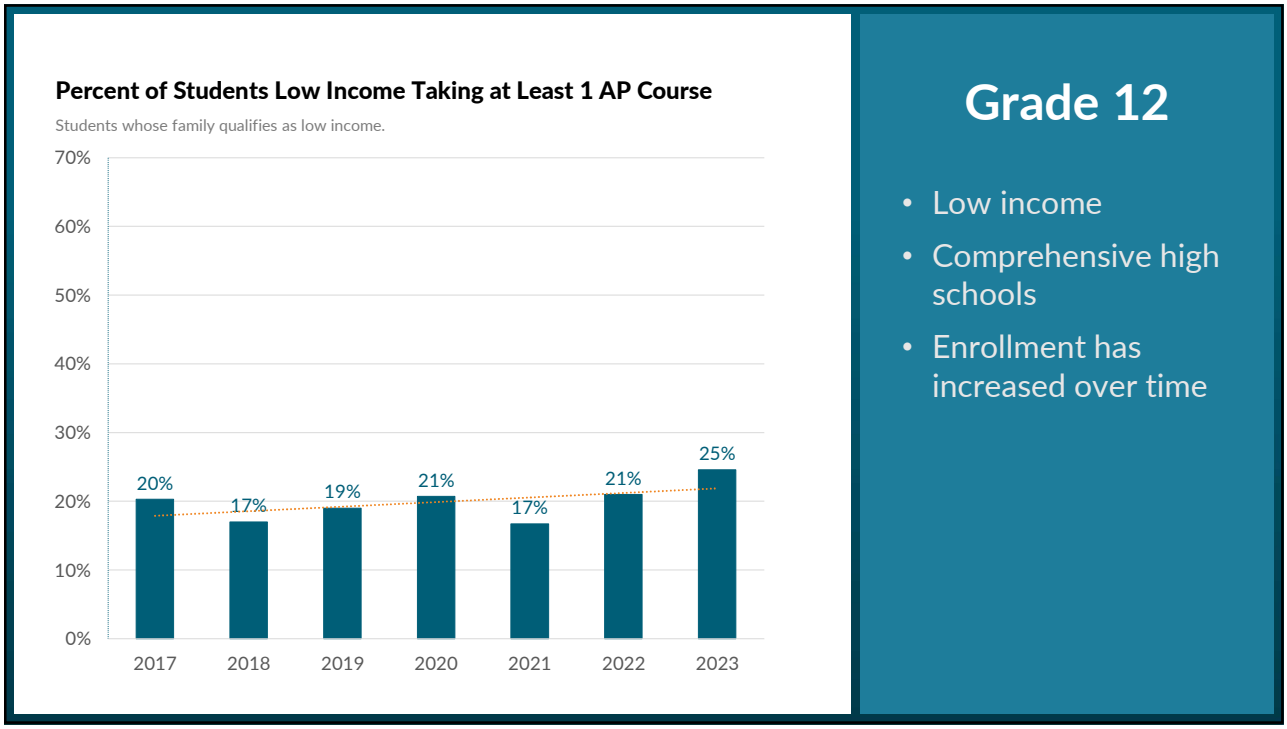
51


Percent of Students Taking at Least 1 AP Course
Students enrolled at Lake Washington High School
70%
60%
50%
40%
30%
20%
10%
0%
53%
45%
48%
57%
51%
46%
61%
2017
2018
2019
2020
2021
2022
2023
Lake WA HS
• Grade 11
• Enrollment has increased over time

52


Percent of Students Taking at Least 1 AP Course
All grade 11 students
70%
60%
50%
40%
30%
20%
10%
0%
48%
48%
53%
54%
56%
53%
62%
2017
2018
2019
2020
2021
2022
2023
Grade 12
At least 1 AP Course
Comprehensive high schools
Total enrollment has increased over time

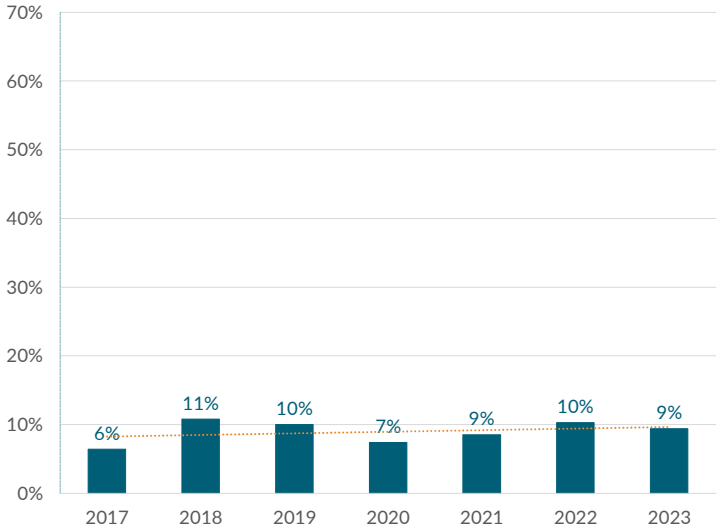
53


Percent of Students Low Income Taking at Least 1 AP Course
Students whose family qualifies as low income.
70%
60%
50%
40%
30%
20%
10%
0%
20%
17%
19%
21%
17%
21%
25%
2017
2018
2019
2020
2021
2022
2023
Grade 12
Low income
Comprehensive high schools
Enrollment has increased over time

54

Percent of Students Multilingual Taking at Least 1 AP Course

Students who qualify for Multilingual Services.



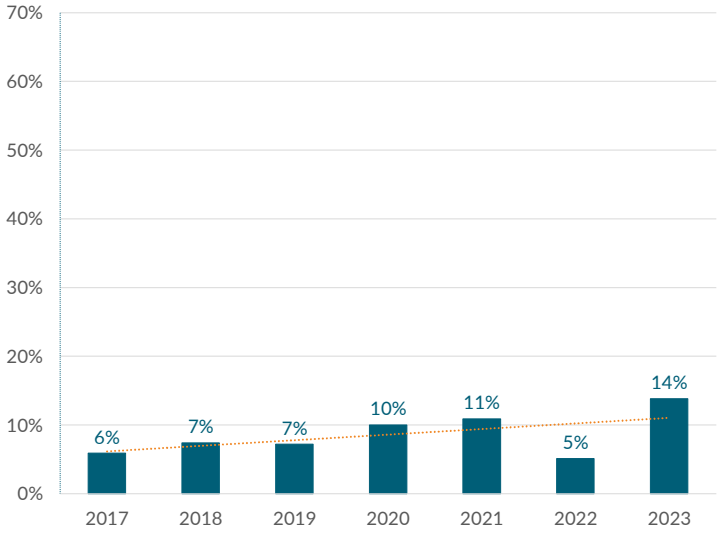
Grade 12

- Multilingual
- Comprehensive high schools
- Enrollment has increased over time

55

Percent of Students Special Education Taking at Least 1 AP Course

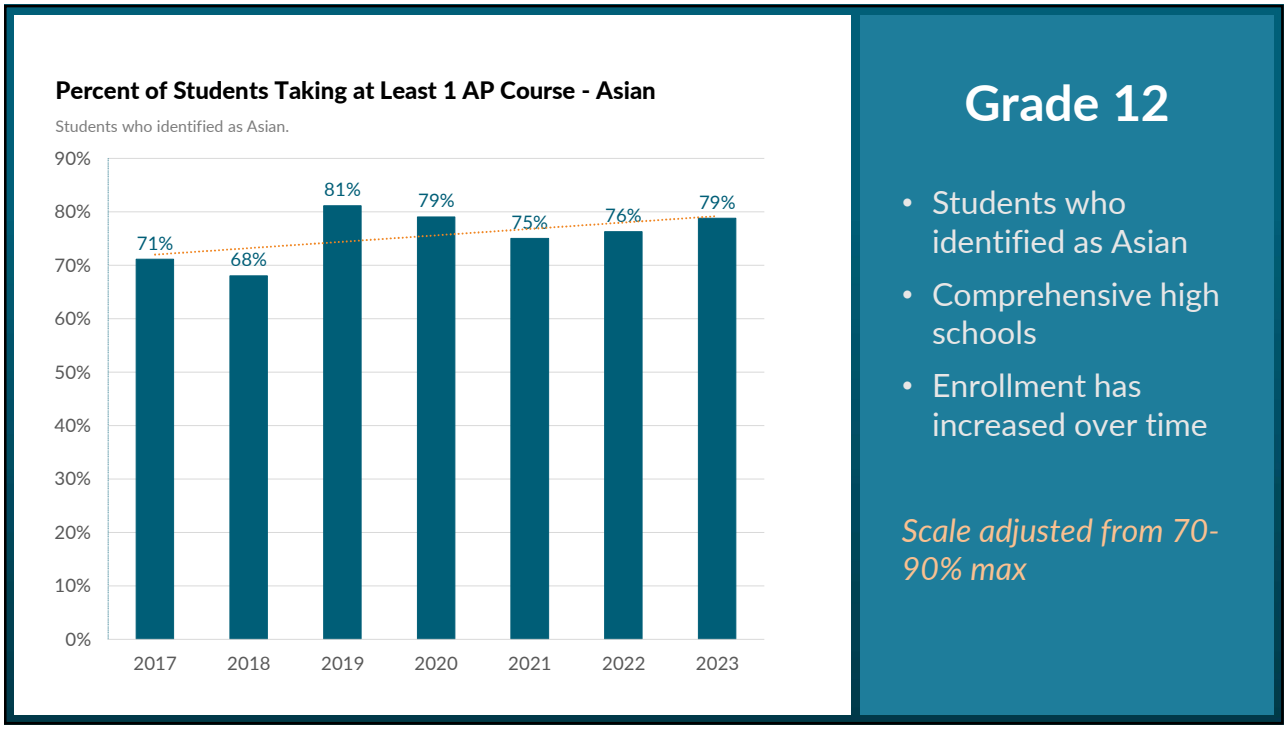
Students who qualify for Special Education services.



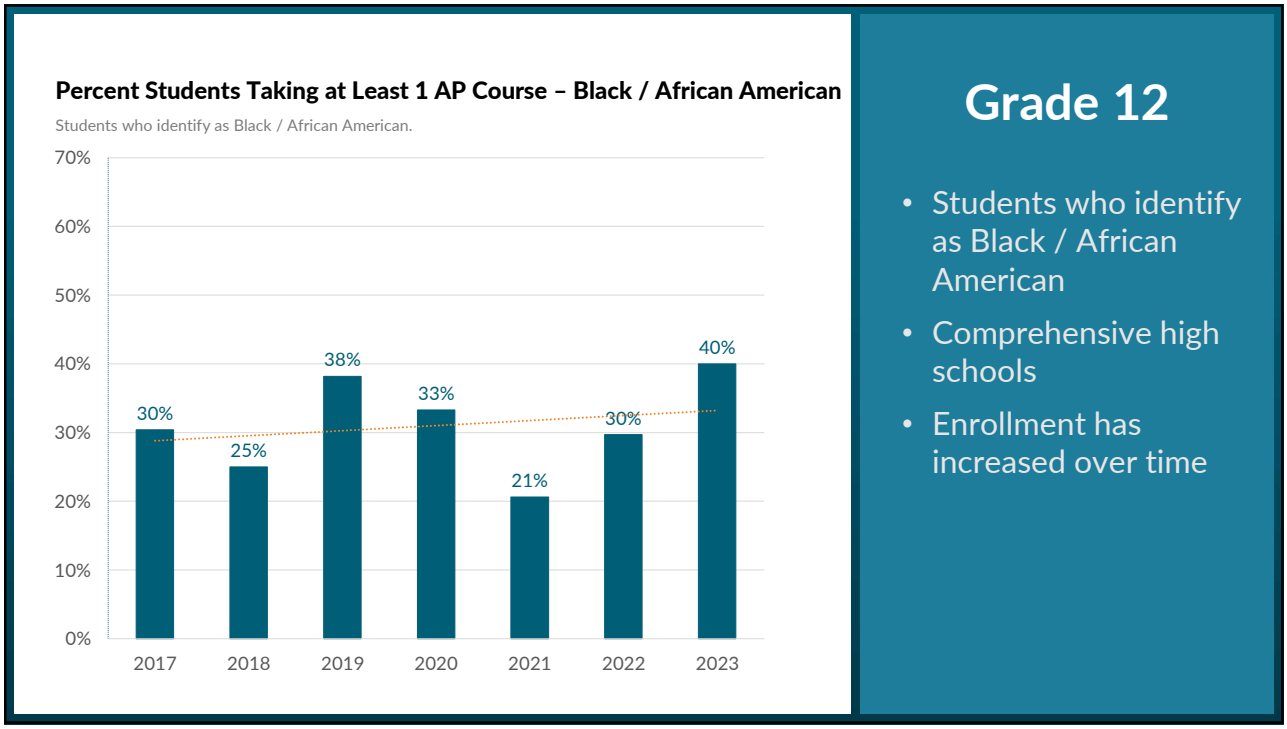
Grade 12

- Students who qualify for Special Education services
- Comprehensive high schools
- Enrollment has increased over time

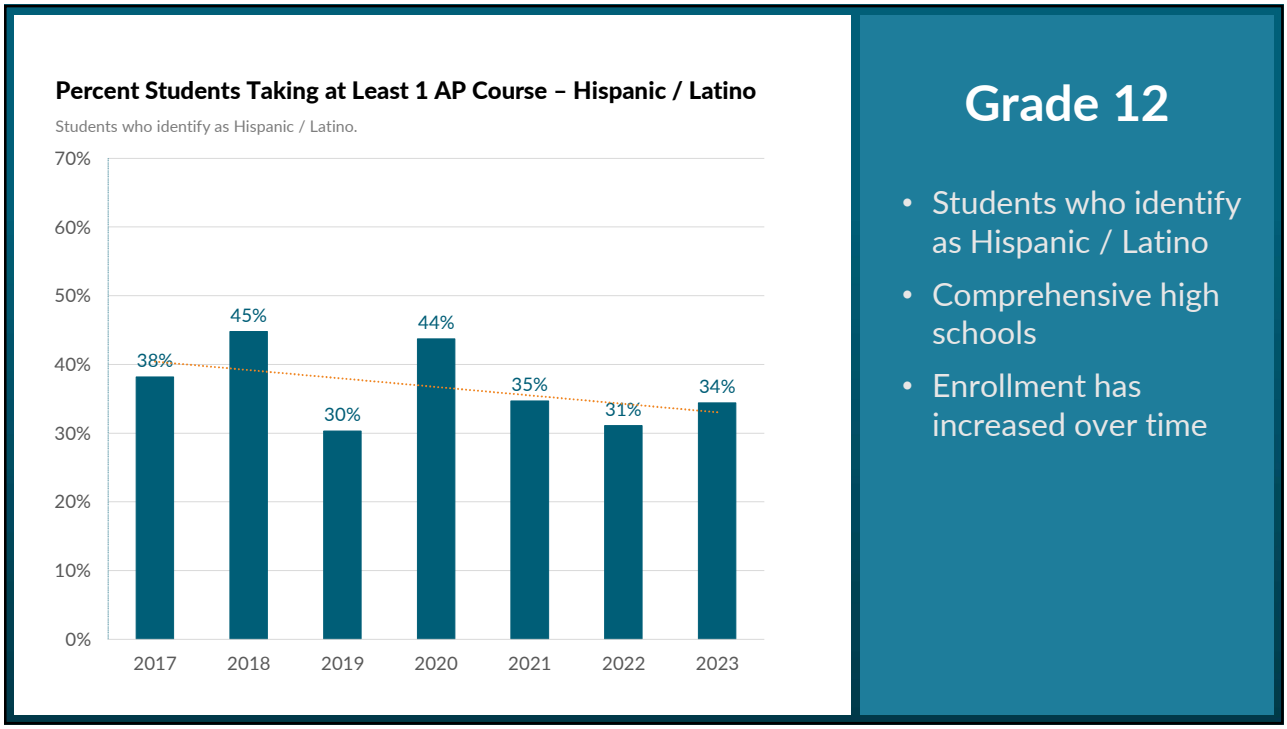
56


Percent of Students Taking at Least 1 AP Course - Asian
Students who identified as Asian.
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
71%
68%
81%
79%
75%
76%
79%
2017
2018
2019
2020
2021
2022
2023
Grade 12
• Students who identified as Asian
• Comprehensive high schools
• Enrollment has increased over time
Scale adjusted from 70-90% max

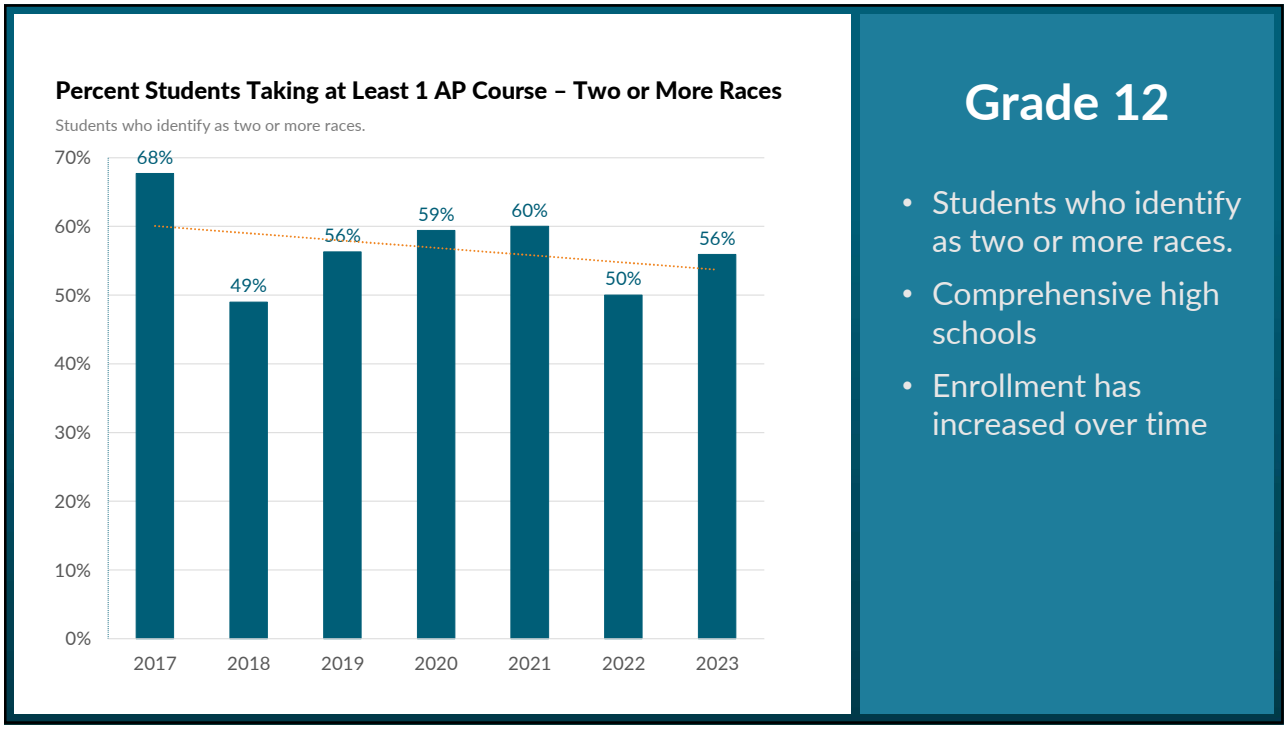
57


Percent Students Taking at Least 1 AP Course – Black / African American
Students who identify as Black / African American.
70%
60%
50%
40%
30%
20%
10%
0%
30%
25%
38%
33%
21%
30%
40%
2017
2018
2019
2020
2021
2022
2023
Grade 12
• Students who identify as Black / African American
• Comprehensive high schools
• Enrollment has increased over time

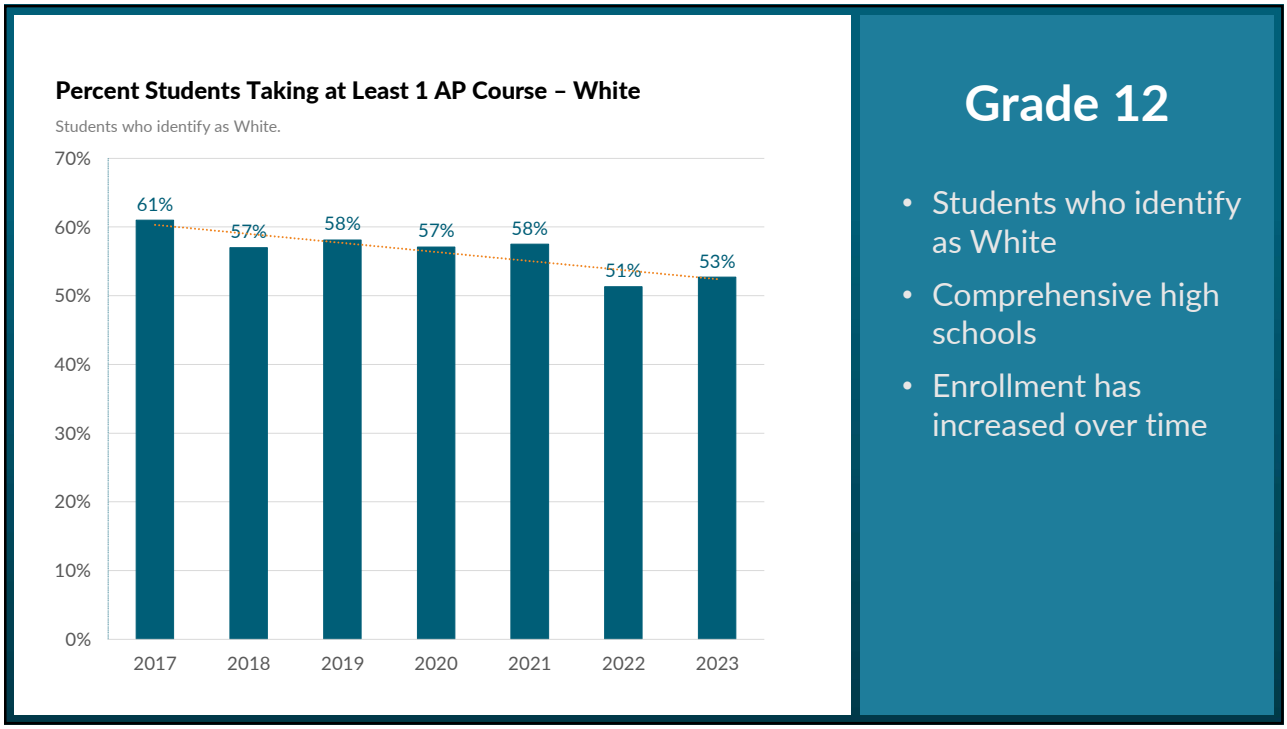
58


Percent Students Taking at Least 1 AP Course – Hispanic / Latino
Students who identify as Hispanic / Latino.
70%
60%
50%
40%
30%
20%
10%
0%
38%
45%
30%
44%
35%
31%
34%
2017
2018
2019
2020
2021
2022
2023
Grade 12
• Students who identify as Hispanic / Latino
• Comprehensive high schools
• Enrollment has increased over time

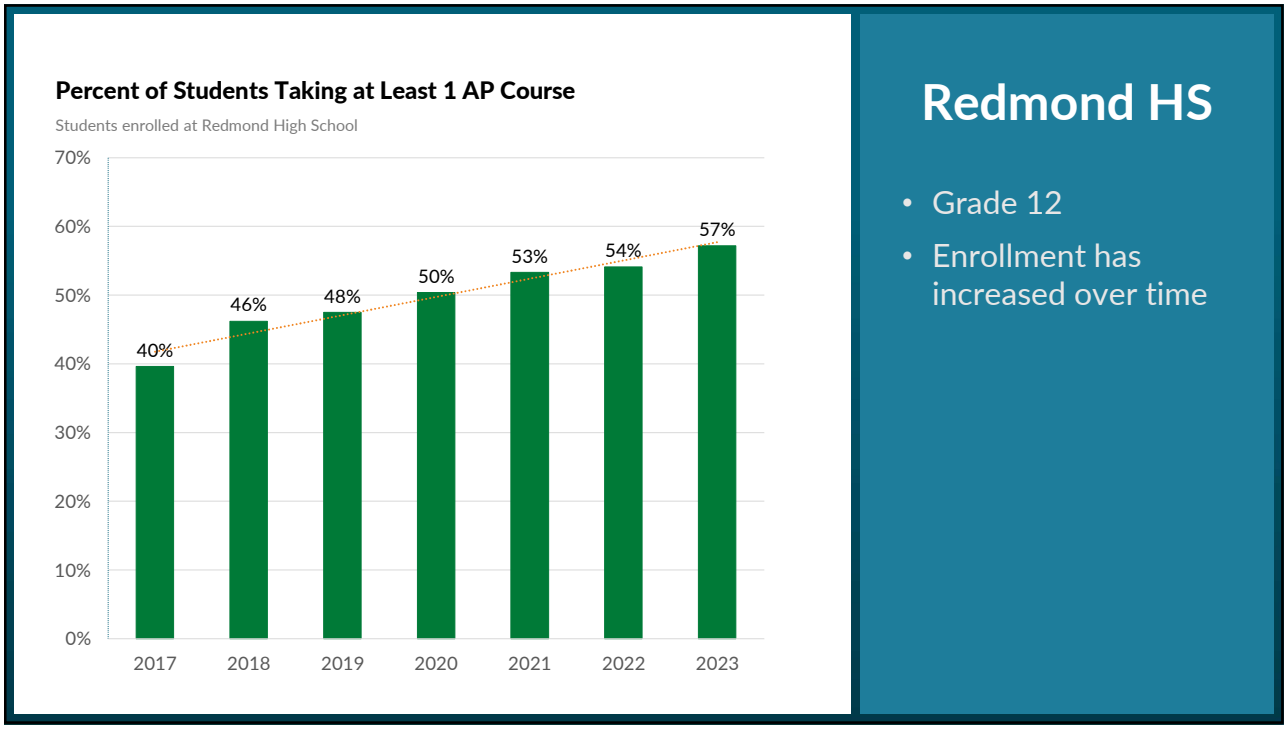
59


Percent Students Taking at Least 1 AP Course – Two or More Races
Students who identify as two or more races.
70%
60%
50%
40%
30%
20%
10%
0%
68%
49%
56%
59%
60%
50%
56%
2017
2018
2019
2020
2021
2022
2023
Grade 12
• Students who identify as two or more races.
• Comprehensive high schools
• Enrollment has increased over time

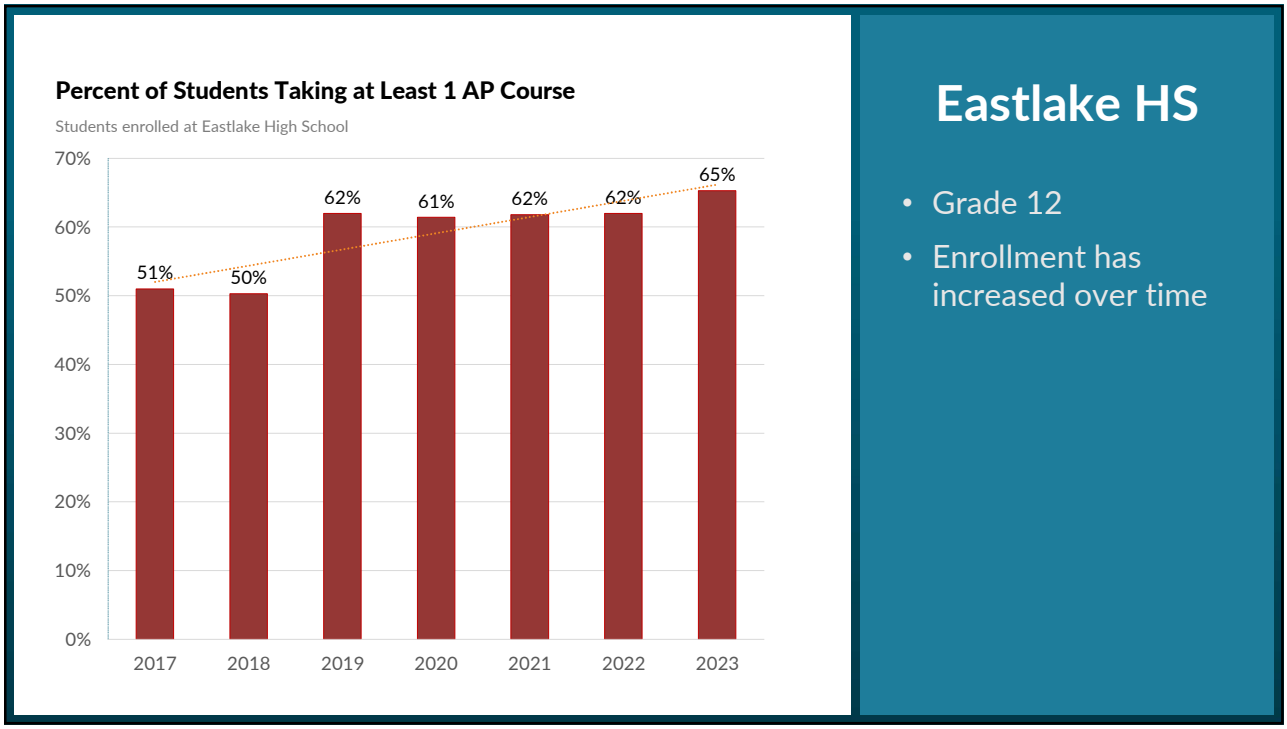
60


Percent Students Taking at Least 1 AP Course – White
Students who identify as White.
70%
60%
50%
40%
30%
20%
10%
0%
61%
57%
58%
57%
58%
51%
53%
2017
2018
2019
2020
2021
2022
2023
Grade 12
• Students who identify as White
• Comprehensive high schools
• Enrollment has increased over time

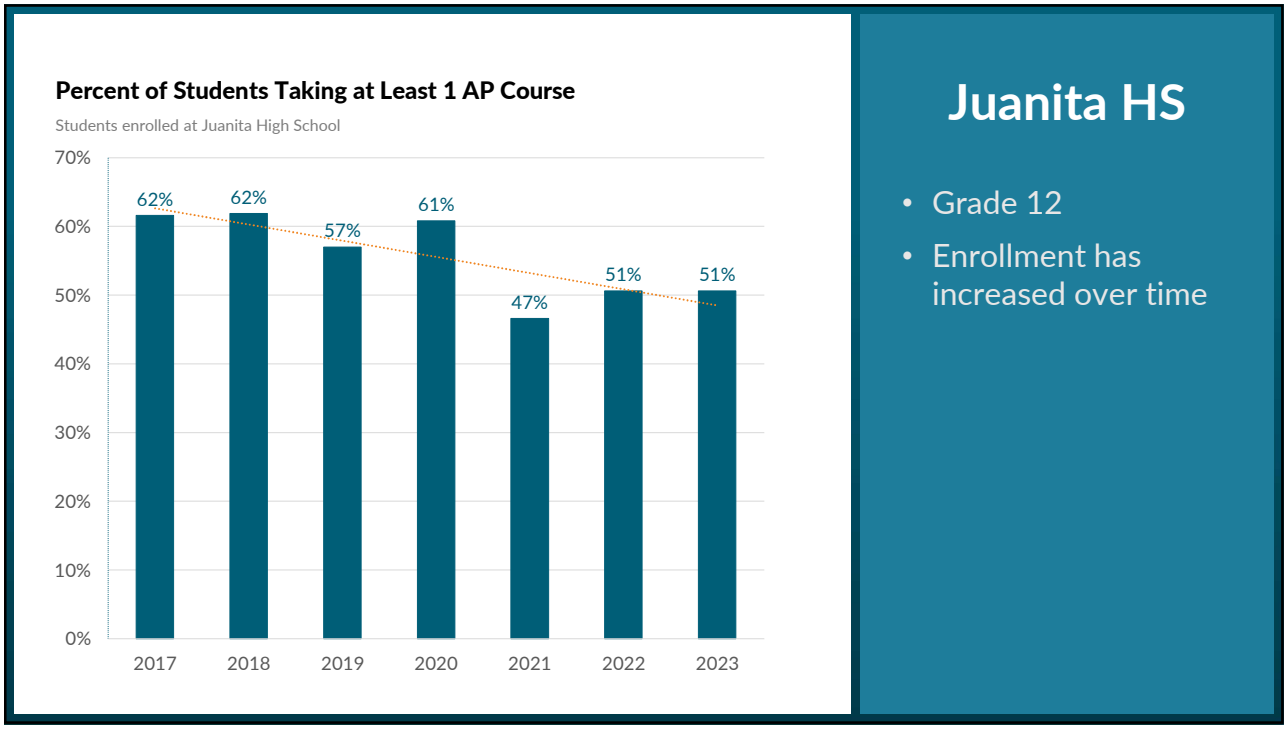
61


Percent of Students Taking at Least 1 AP Course
Students enrolled at Redmond High School
70%
60%
50%
40%
30%
20%
10%
0%
40%
46%
48%
50%
53%
54%
57%
2017
2018
2019
2020
2021
2022
2023
Redmond HS
• Grade 12
• Enrollment has increased over time

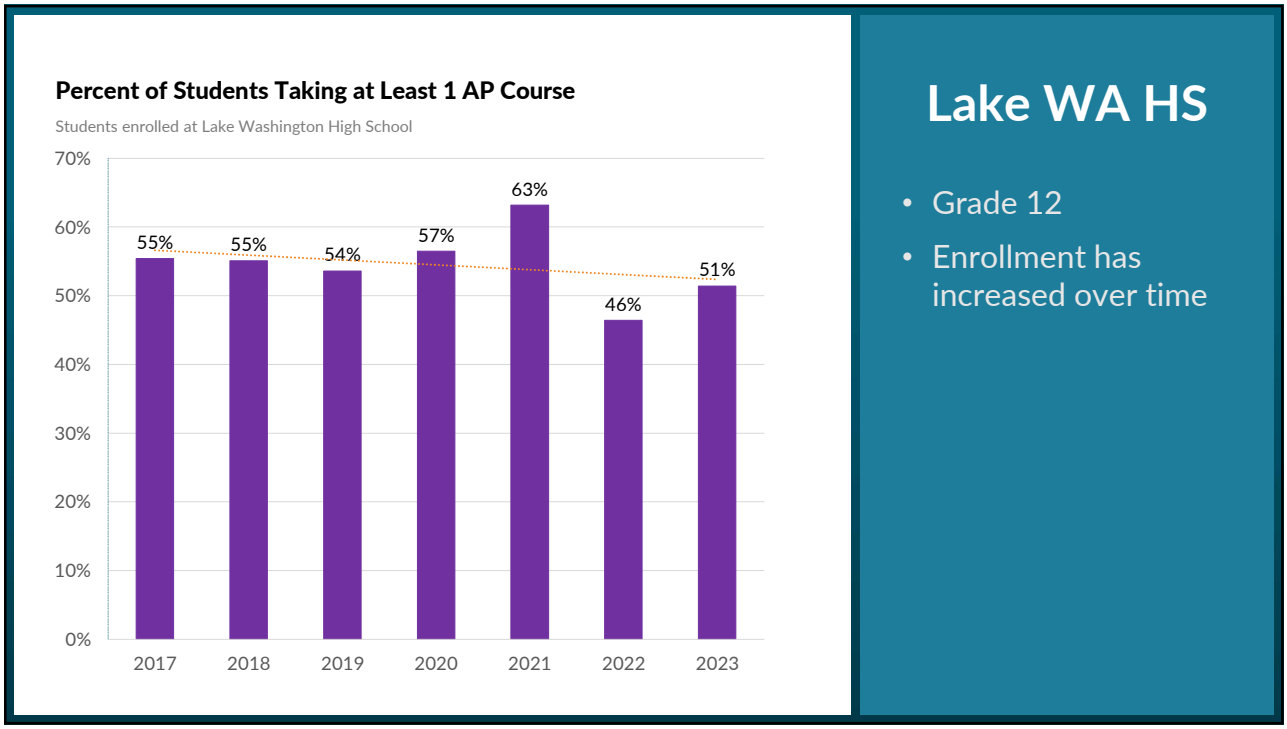
62


Percent of Students Taking at Least 1 AP Course
Students enrolled at Eastlake High School
70%
60%
50%
40%
30%
20%
10%
0%
51%
50%
62%
61%
62%
62%
65%
2017
2018
2019
2020
2021
2022
2023
Eastlake HS
Grade 12
Enrollment has increased over time

63


Percent of Students Taking at Least 1 AP Course
Students enrolled at Juanita High School
70%
60%
50%
40%
30%
20%
10%
0%
62%
62%
57%
61%
47%
51%
51%
2017
2018
2019
2020
2021
2022
2023
Juanita HS
Grade 12
Enrollment has increased over time

64

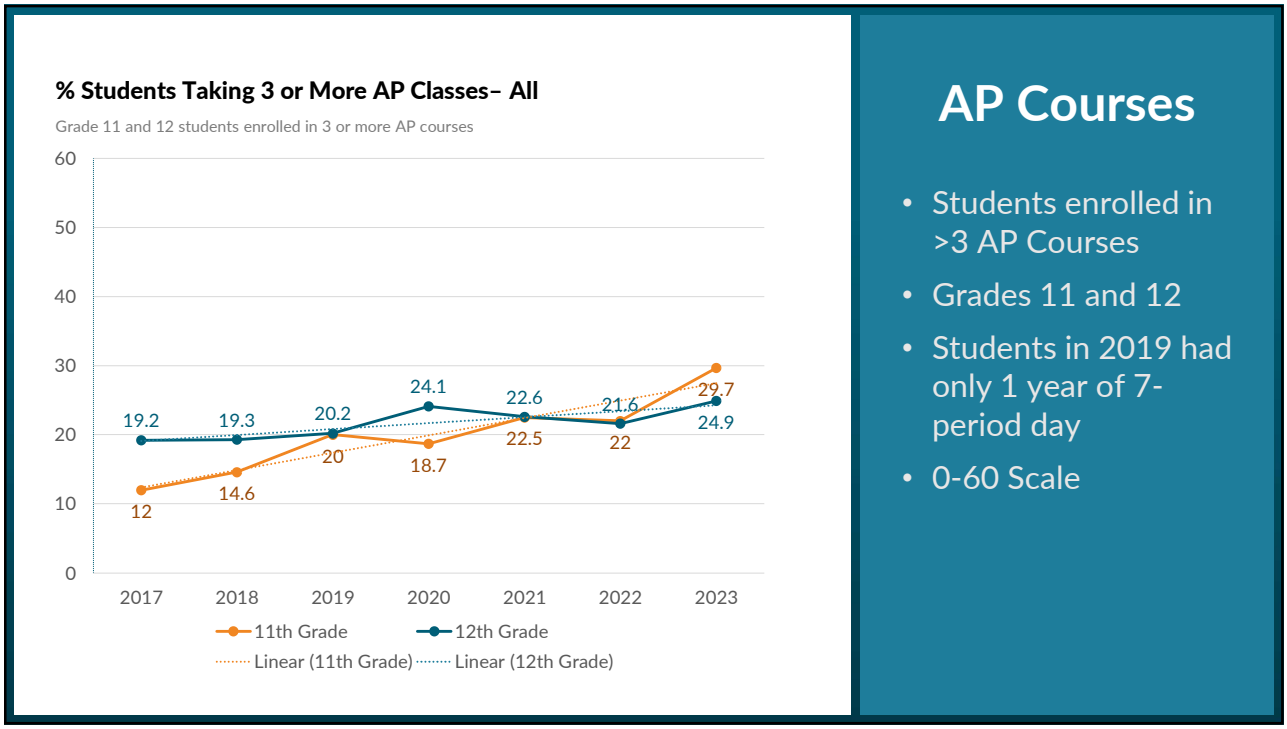


65

Group 4

Increase Access to Rigorous Course Work – ≥ 3 AP Courses 11th / 12th Grade

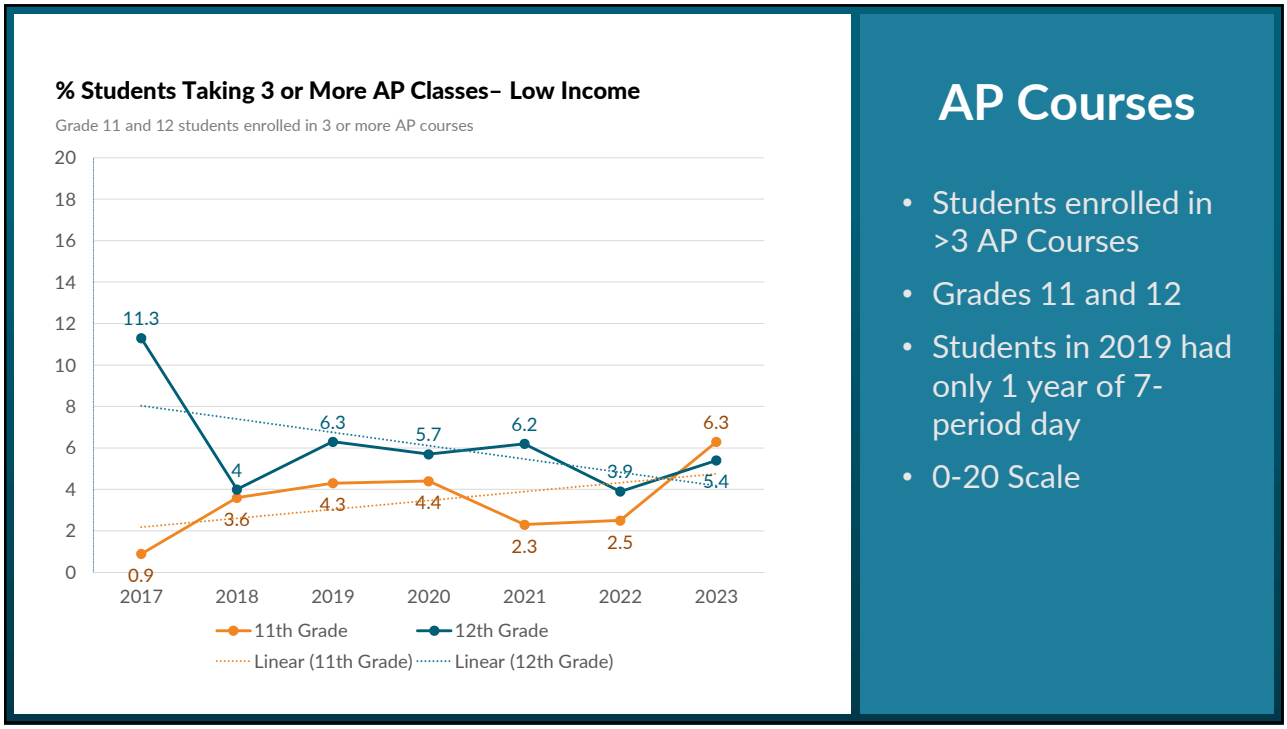
66



AP Courses

- Students enrolled in >3 AP Courses
- Grades 11 and 12
- Students in 2019 had only 1 year of 7-period day
- 0-60 Scale

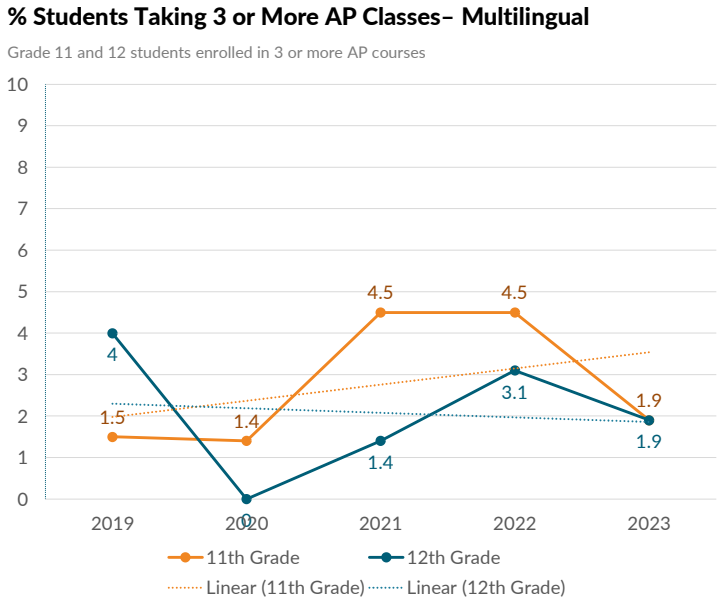
67



AP Courses

- Students enrolled in >3 AP Courses
- Grades 11 and 12
- Students in 2019 had only 1 year of 7-period day
- 0-20 Scale

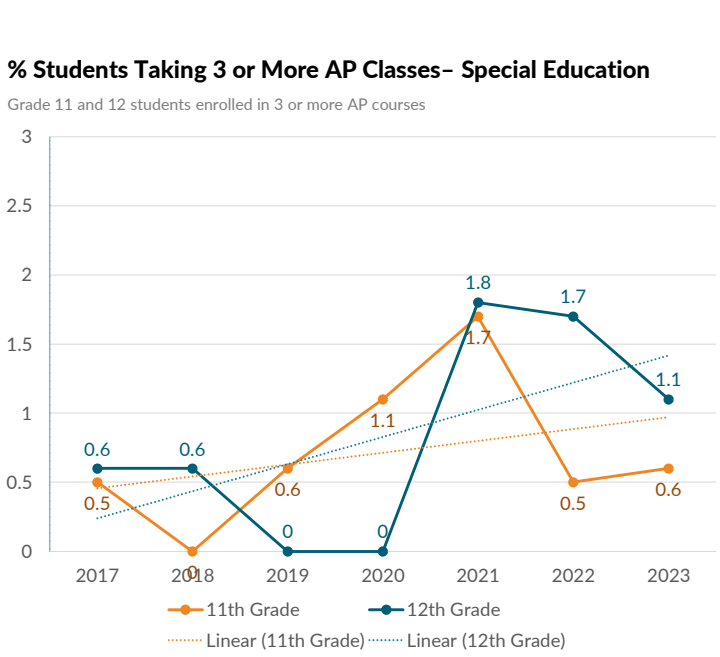
68



AP Courses

- Students enrolled in >3 AP Courses
- Grades 11 and 12
- Students in 2019 had only 1 year of 7-period day
- 0-10 Scale

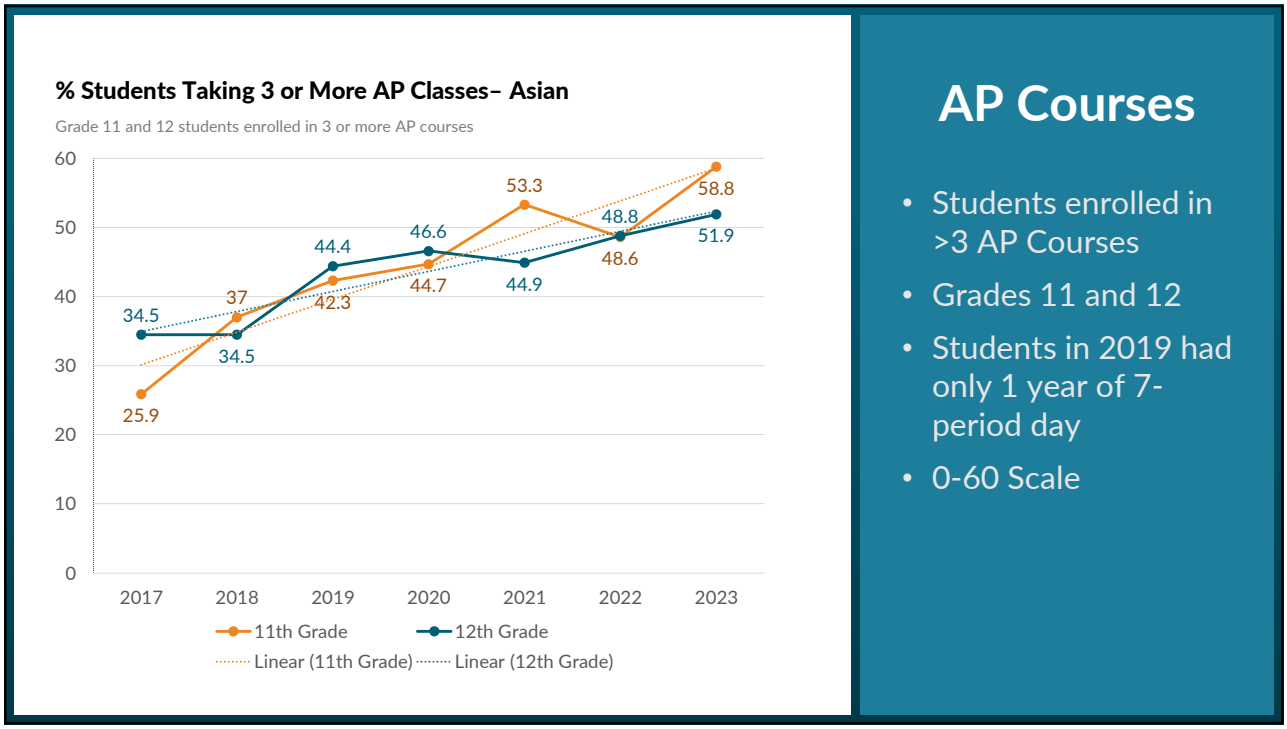
69



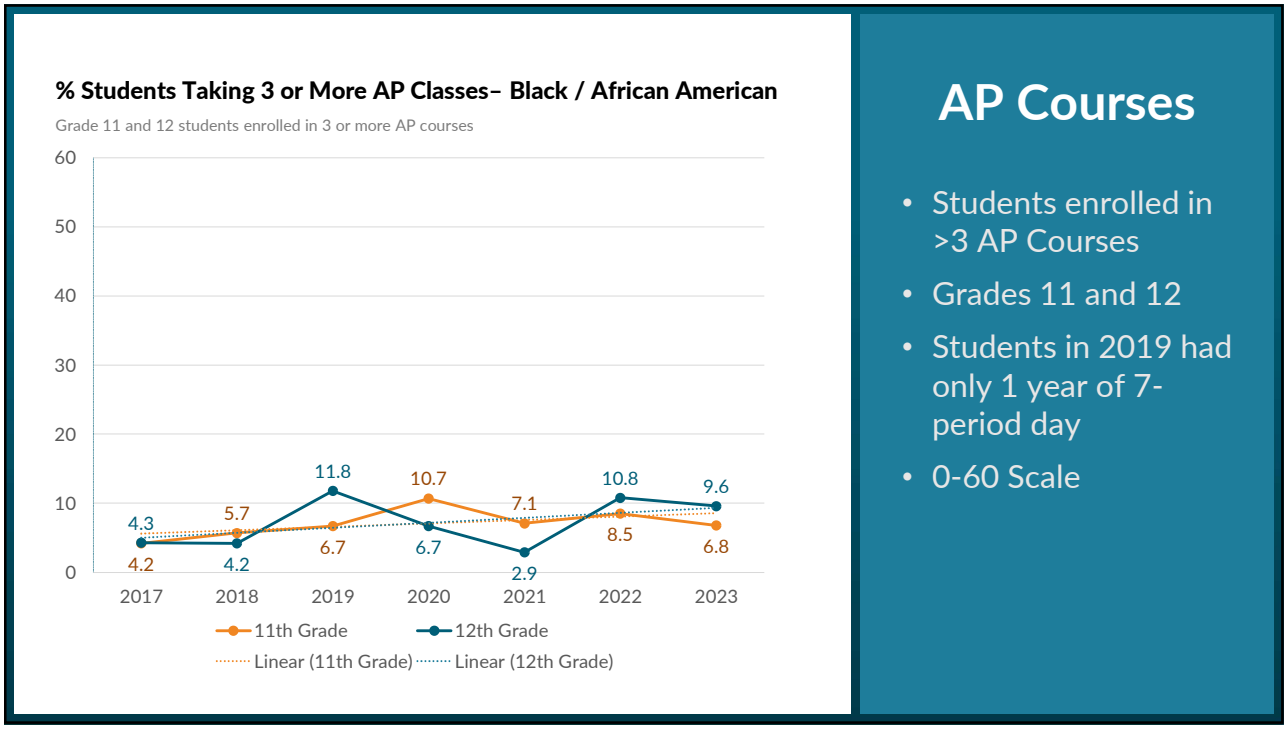
AP Courses

- Students enrolled in >3 AP Courses
- Grades 11 and 12
- Students in 2019 had only 1 year of 7-period day
- 0-3 Scale

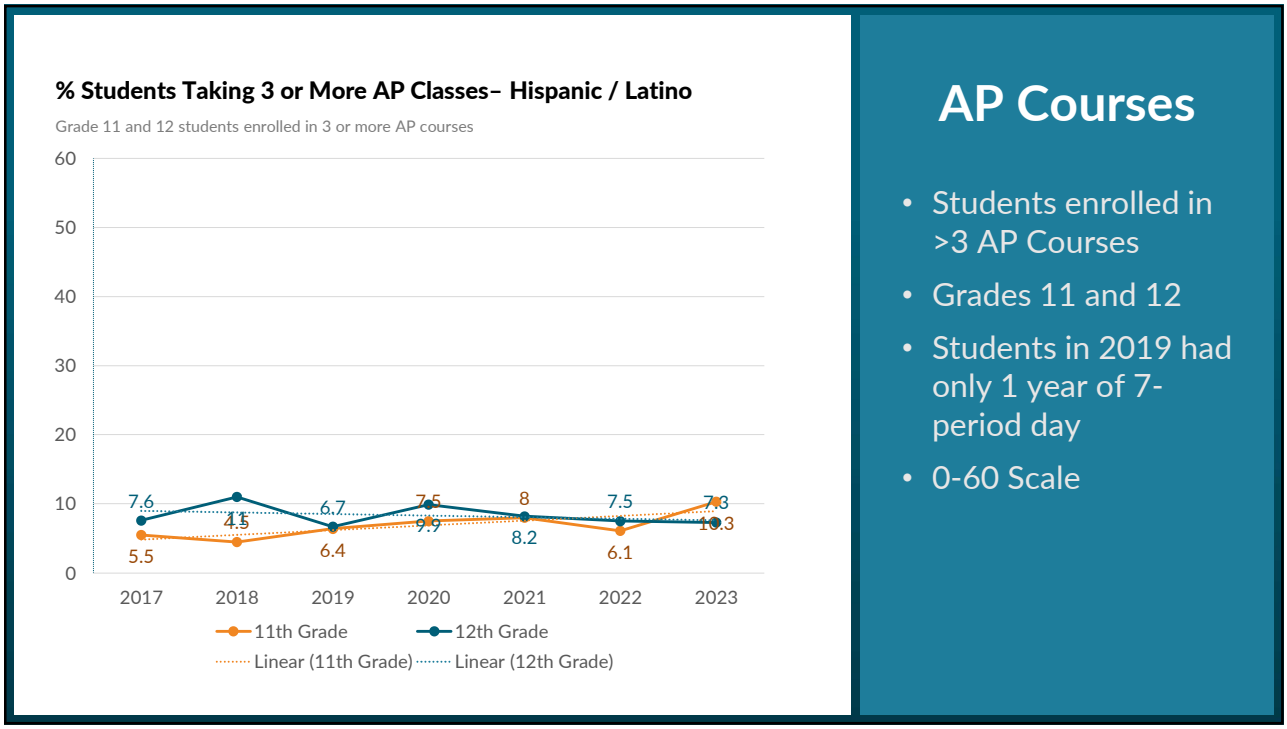
70


% Students Taking 3 or More AP Classes– Asian
Grade 11 and 12 students enrolled in 3 or more AP courses
60
50
40
30
20
10
0
2017
2018
2019
2020
2021
2022
2023
25.9
37
42.3
44.7
53.3
48.6
58.8
34.5
34.5
44.4
46.6
44.9
48.8
51.9
11th Grade
12th Grade
Linear (11th Grade)
Linear (12th Grade)
AP Courses
Students enrolled in >3 AP Courses
Grades 11 and 12
Students in 2019 had only 1 year of 7-period day
0-60 Scale

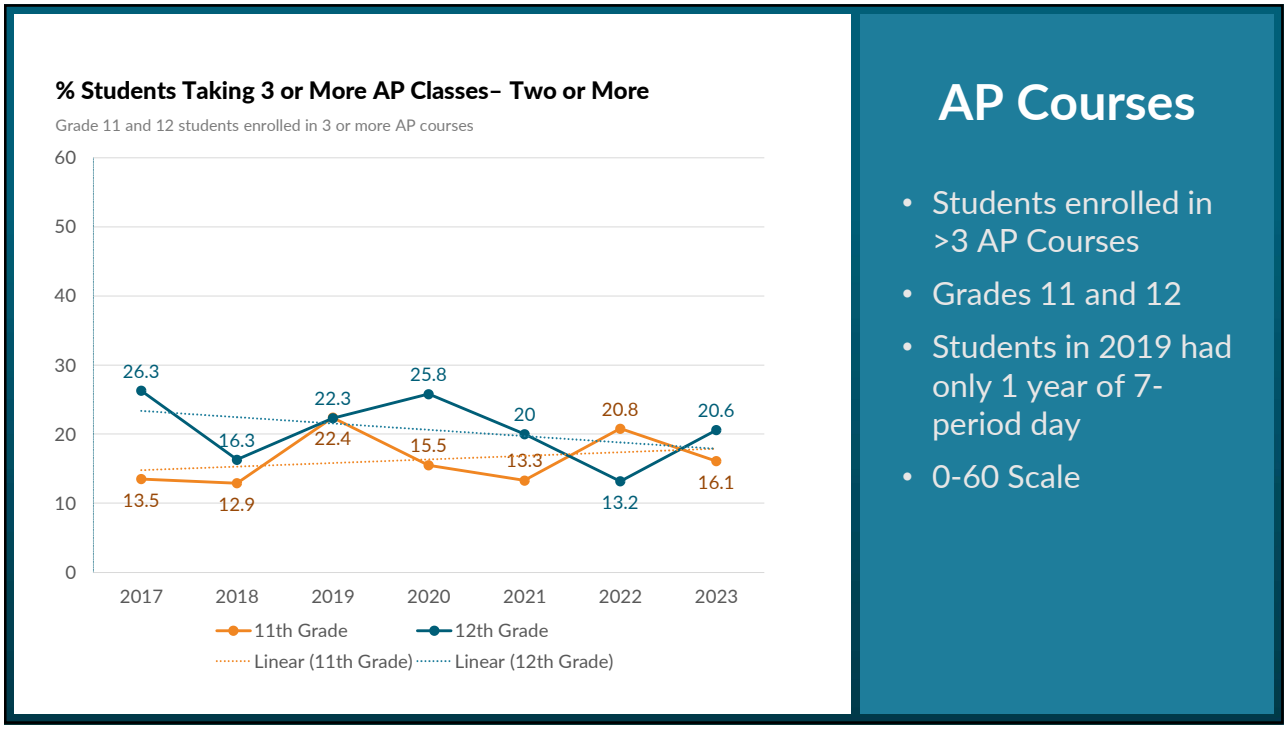
71


% Students Taking 3 or More AP Classes– Black / African American
Grade 11 and 12 students enrolled in 3 or more AP courses
60
50
40
30
20
10
0
2017
2018
2019
2020
2021
2022
2023
4.2
5.7
6.7
10.7
7.1
8.5
6.8
4.3
4.2
11.8
6.7
2.9
10.8
9.6
11th Grade
12th Grade
Linear (11th Grade)
Linear (12th Grade)
AP Courses
Students enrolled in >3 AP Courses
Grades 11 and 12
Students in 2019 had only 1 year of 7-period day
0-60 Scale

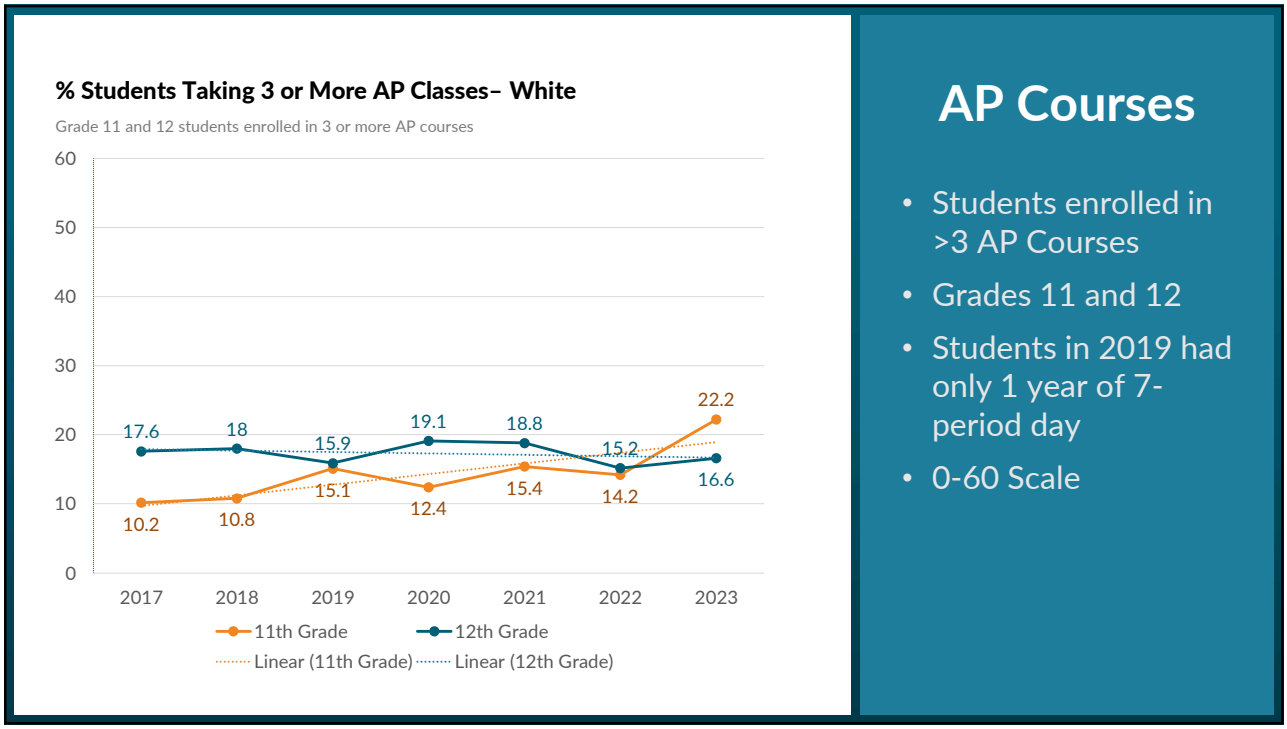
72


% Students Taking 3 or More AP Classes– Hispanic / Latino
Grade 11 and 12 students enrolled in 3 or more AP courses
60
50
40
30
20
10
0
2017
2018
2019
2020
2021
2022
2023
7.6
4.5
6.7
7.5
8
7.5
7.3
5.5
6.4
9.9
8.2
6.1
10.3
11th Grade
12th Grade
Linear (11th Grade)
Linear (12th Grade)
AP Courses
Students enrolled in >3 AP Courses
Grades 11 and 12
Students in 2019 had only 1 year of 7-period day
0-60 Scale

73


% Students Taking 3 or More AP Classes– Two or More
Grade 11 and 12 students enrolled in 3 or more AP courses
60
50
40
30
20
10
0
2017
2018
2019
2020
2021
2022
2023
26.3
16.3
22.3
25.8
20
13.2
20.6
13.5
12.9
22.4
15.5
13.3
20.8
16.1
11th Grade
12th Grade
Linear (11th Grade)
Linear (12th Grade)
AP Courses
Students enrolled in >3 AP Courses
Grades 11 and 12
Students in 2019 had only 1 year of 7-period day
0-60 Scale

74

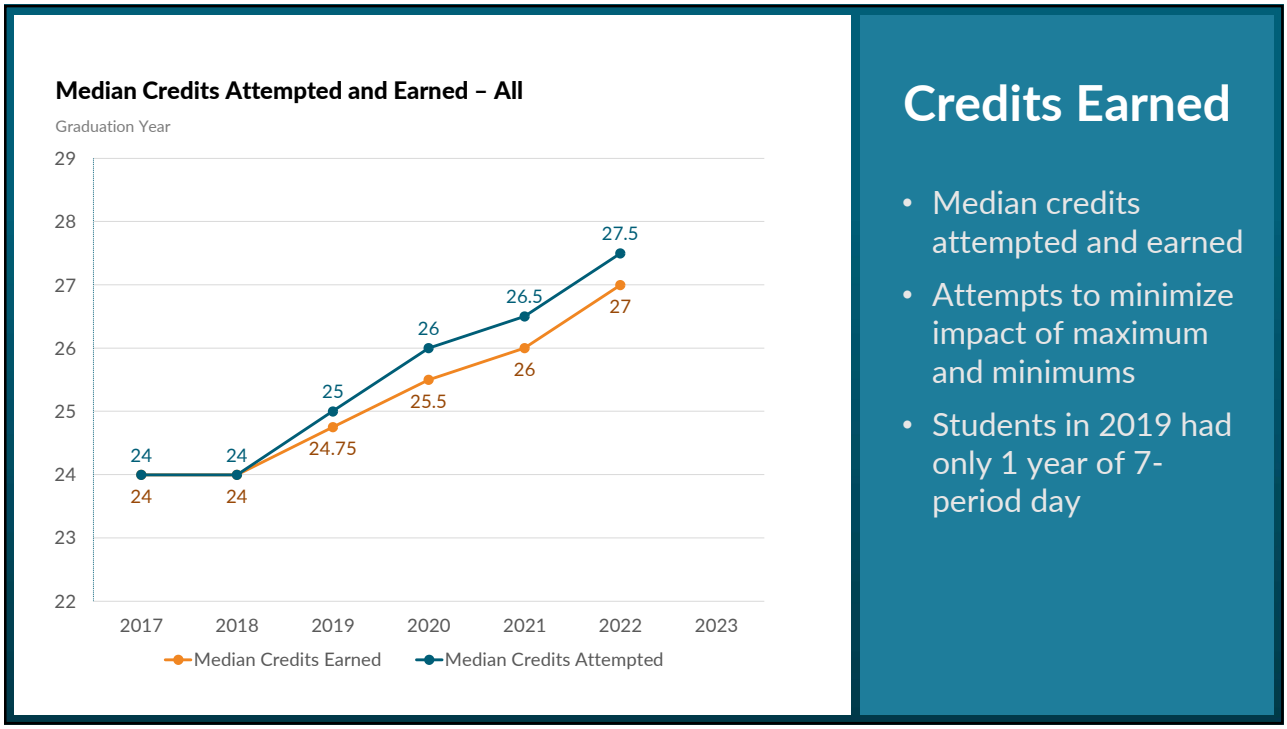


75

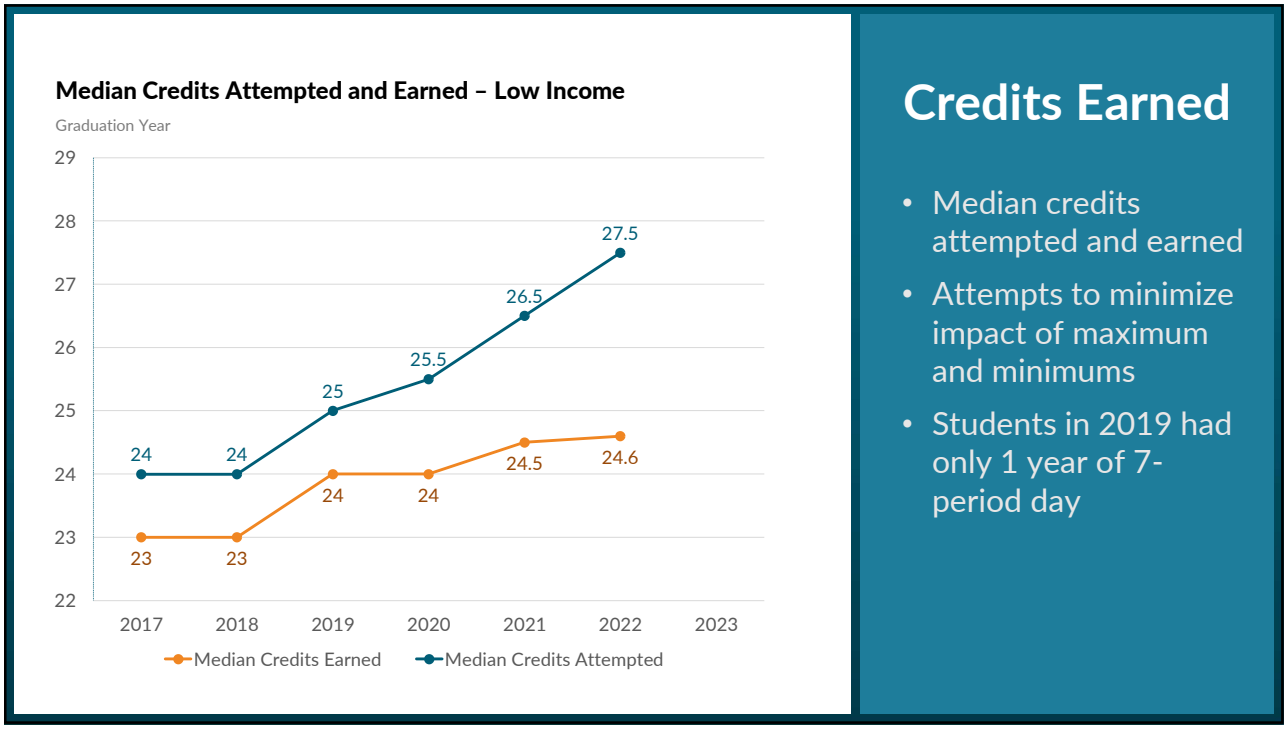
Group 5

Credits Earned and Attempted

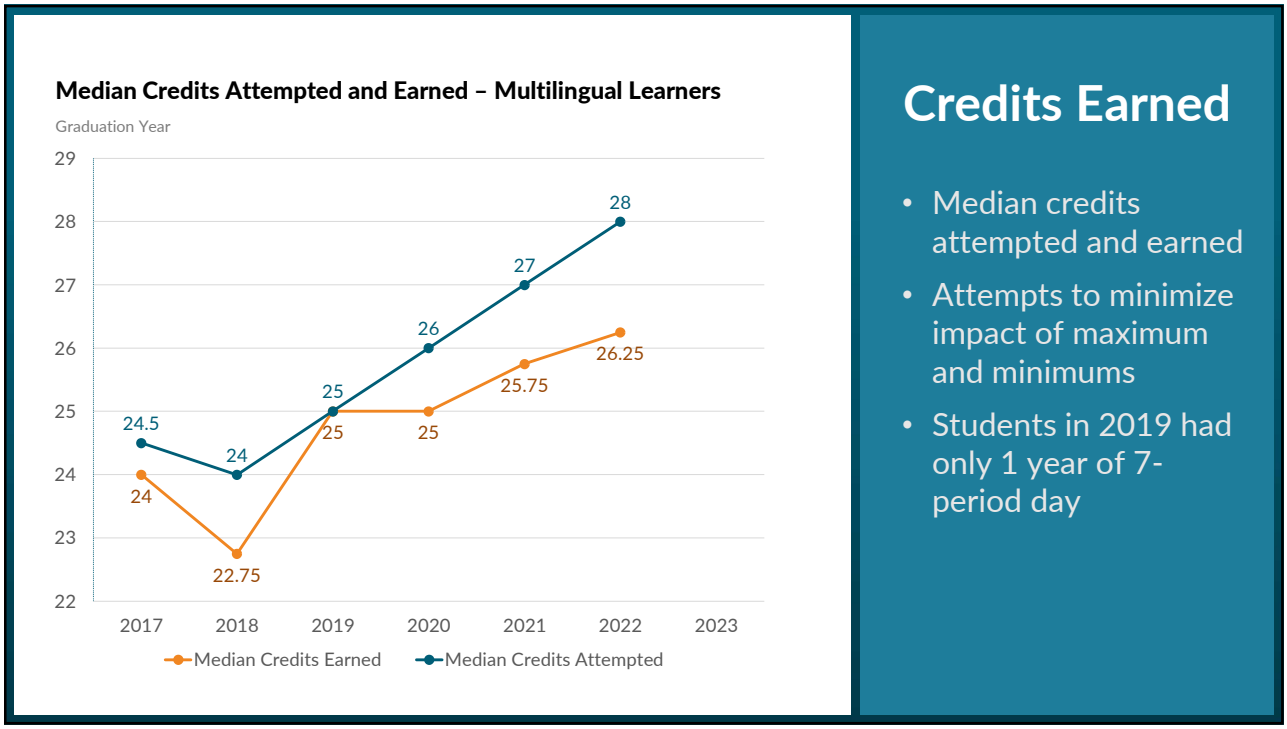
76


Median Credits Attempted and Earned – All
Graduation Year
29
28
27
26
25
24
23
22
2017
2018
2019
2020
2021
2022
2023
24
24
24
24
24.75
25
25.5
26
26
26.5
27
27.5
Median Credits Earned
Median Credits Attempted
Credits Earned
Median credits attempted and earned
Attempts to minimize impact of maximum and minimums
Students in 2019 had only 1 year of 7-period day

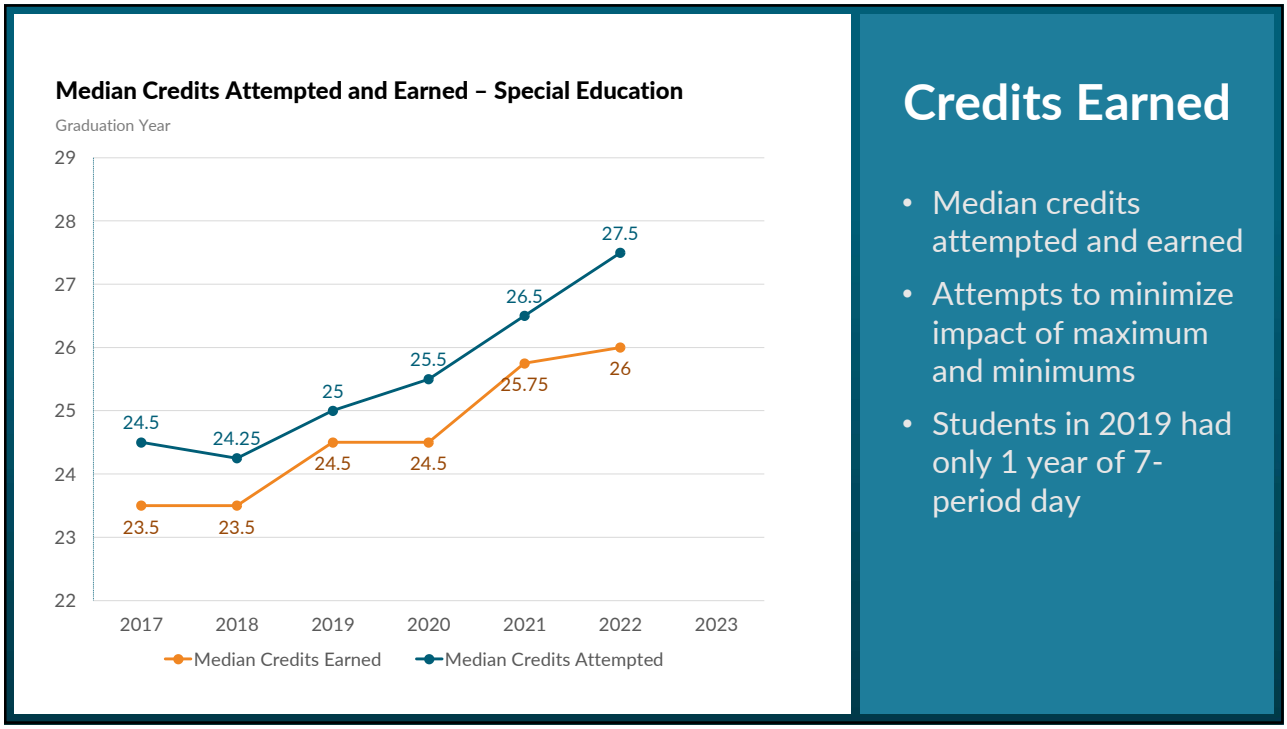
77


Median Credits Attempted and Earned – Low Income
Graduation Year
29
28
27
26
25
24
23
22
2017
2018
2019
2020
2021
2022
2023
24
24
23
23
25
24
25.5
24
26.5
24.5
27.5
24.6
Median Credits Earned
Median Credits Attempted
Credits Earned
Median credits attempted and earned
Attempts to minimize impact of maximum and minimums
Students in 2019 had only 1 year of 7-period day

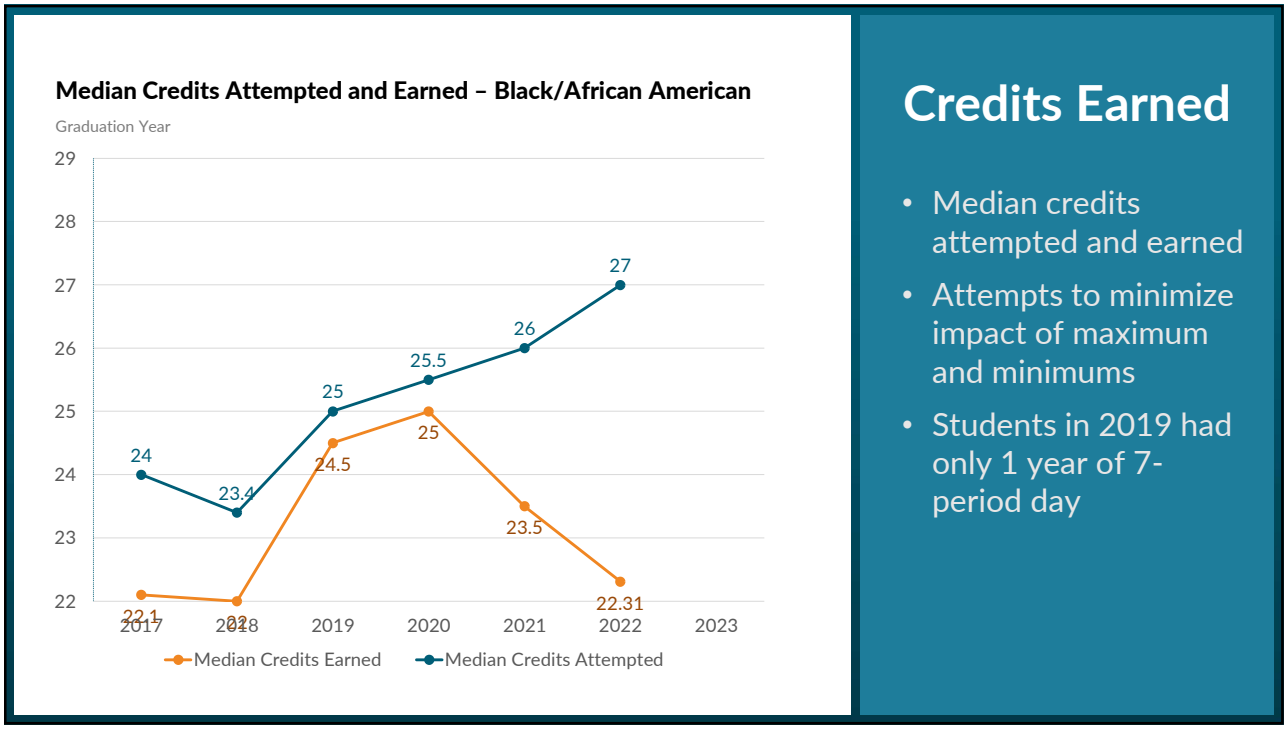
78


Median Credits Attempted and Earned – Multilingual Learners
Graduation Year
29
28
27
26
25
24
23
22
2017
2018
2019
2020
2021
2022
2023
24.5
24
25
26
27
28
24
22.75
25
25
25.75
26.25
Median Credits Earned
Median Credits Attempted
Credits Earned
Median credits attempted and earned
Attempts to minimize impact of maximum and minimums
Students in 2019 had only 1 year of 7-period day

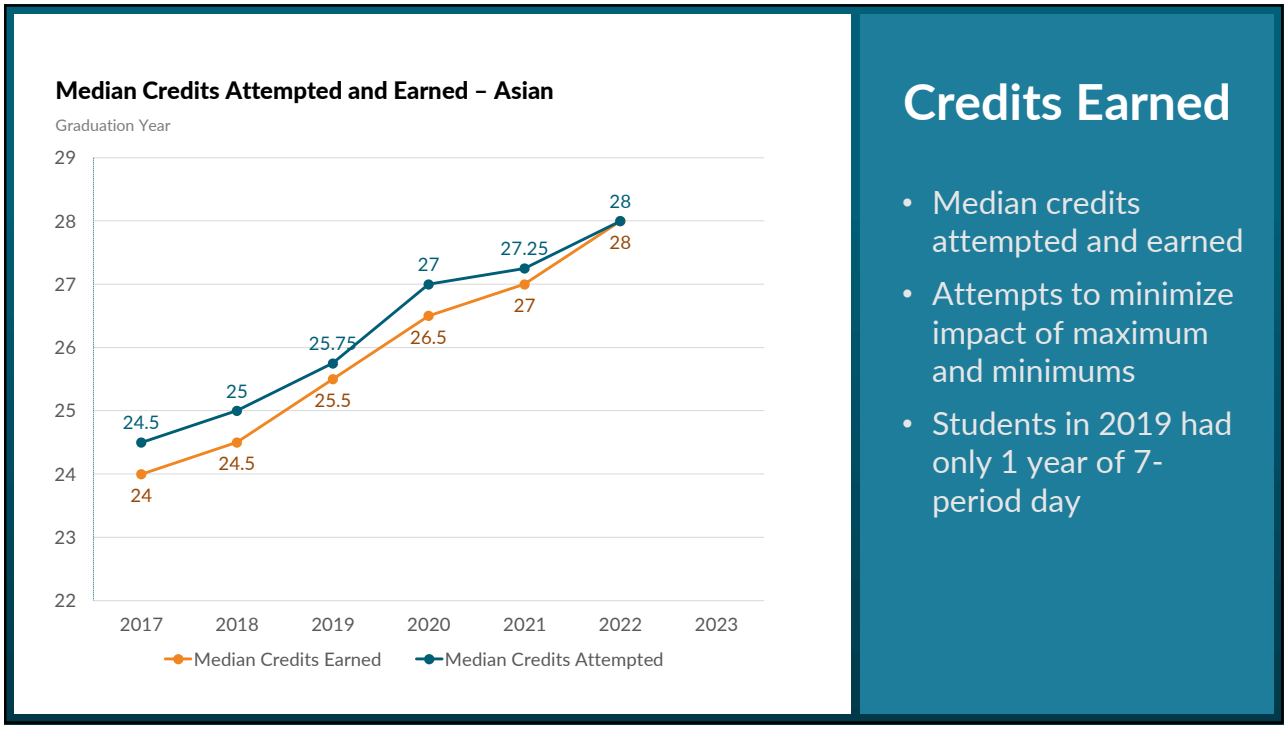
79


Median Credits Attempted and Earned – Special Education
Graduation Year
29
28
27
26
25
24
23
22
2017
2018
2019
2020
2021
2022
2023
24.5
24.25
25
25.5
26.5
27.5
23.5
23.5
24.5
24.5
25.75
26
Median Credits Earned
Median Credits Attempted
Credits Earned
Median credits attempted and earned
Attempts to minimize impact of maximum and minimums
Students in 2019 had only 1 year of 7-period day

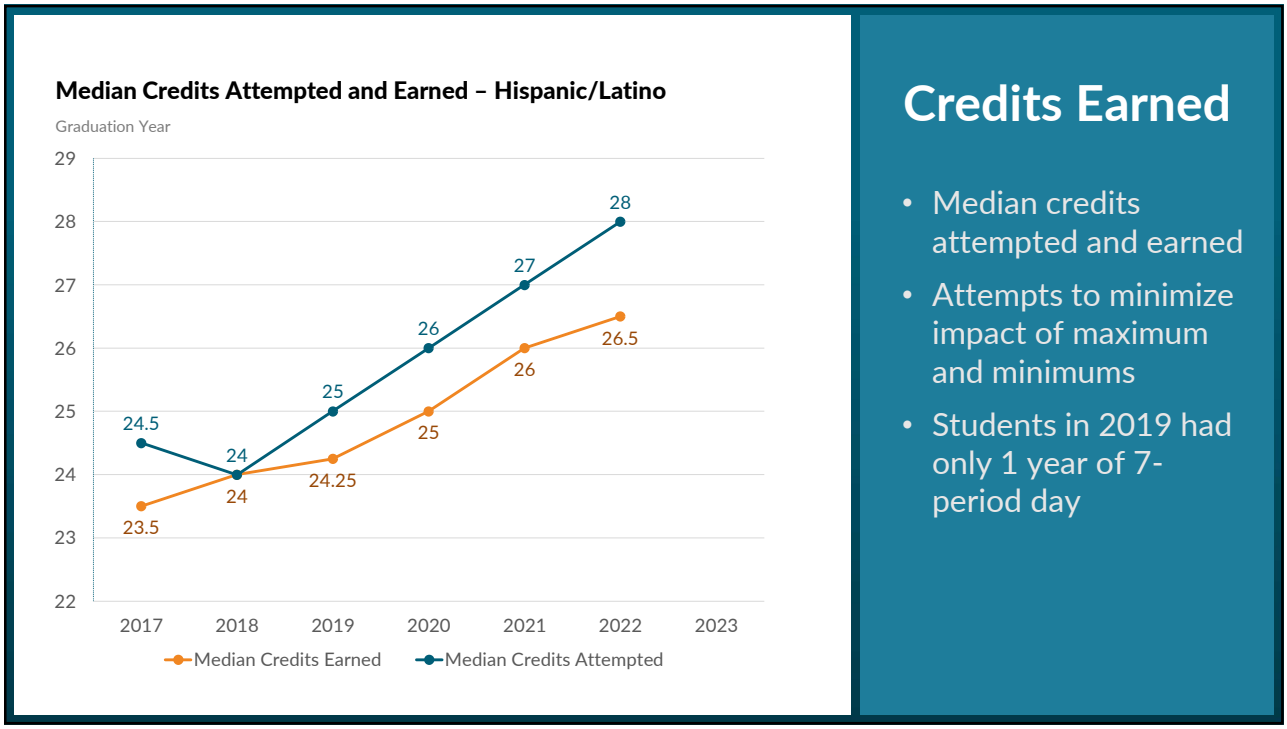
80


Median Credits Attempted and Earned – Black/African American
Graduation Year
29
28
27
26
25
24
23
22
24
23.4
25
25.5
26
27
22.1
22
24.5
25
23.5
22.31
2017
2018
2019
2020
2021
2022
2023
Median Credits Earned
Median Credits Attempted
Credits Earned
Median credits attempted and earned
Attempts to minimize impact of maximum and minimums
Students in 2019 had only 1 year of 7-period day

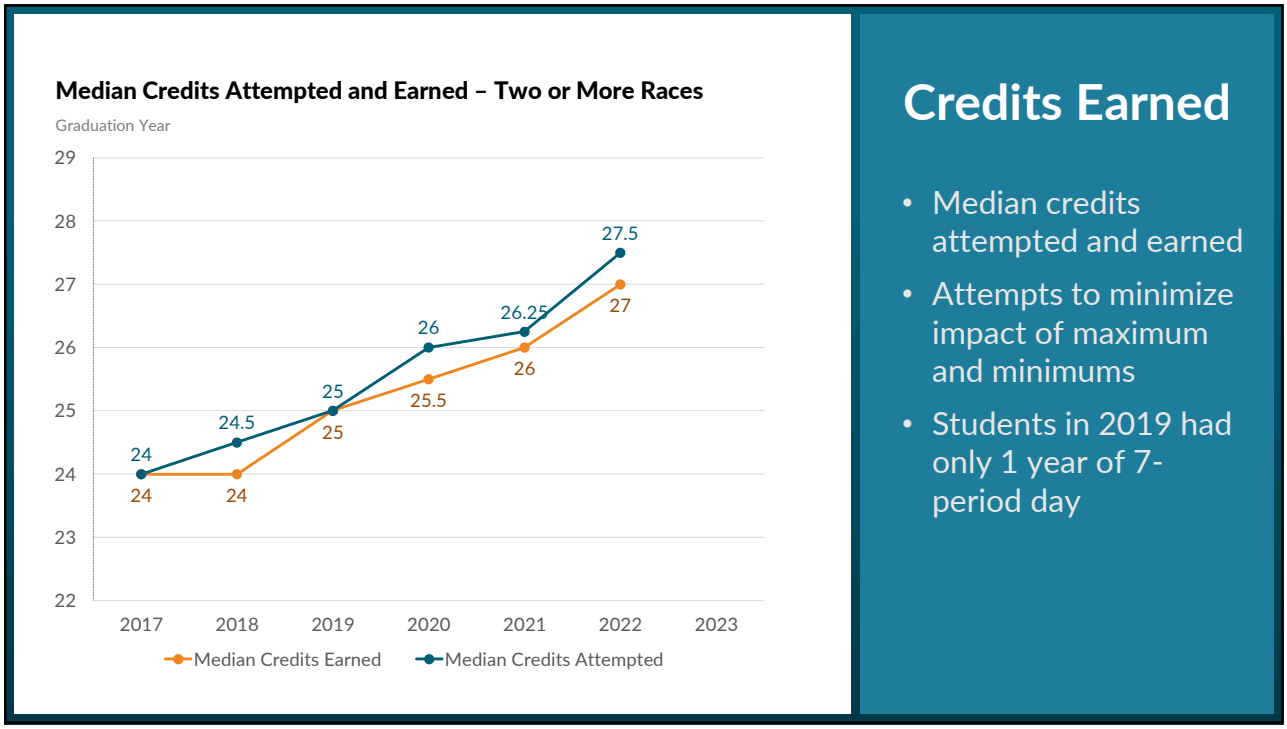
81


Median Credits Attempted and Earned – Asian
Graduation Year
29
28
27
26
25
24
23
22
24.5
25
25.75
27
27.25
28
24
24.5
25.5
26.5
27
28
2017
2018
2019
2020
2021
2022
2023
Median Credits Earned
Median Credits Attempted
Credits Earned
Median credits attempted and earned
Attempts to minimize impact of maximum and minimums
Students in 2019 had only 1 year of 7-period day

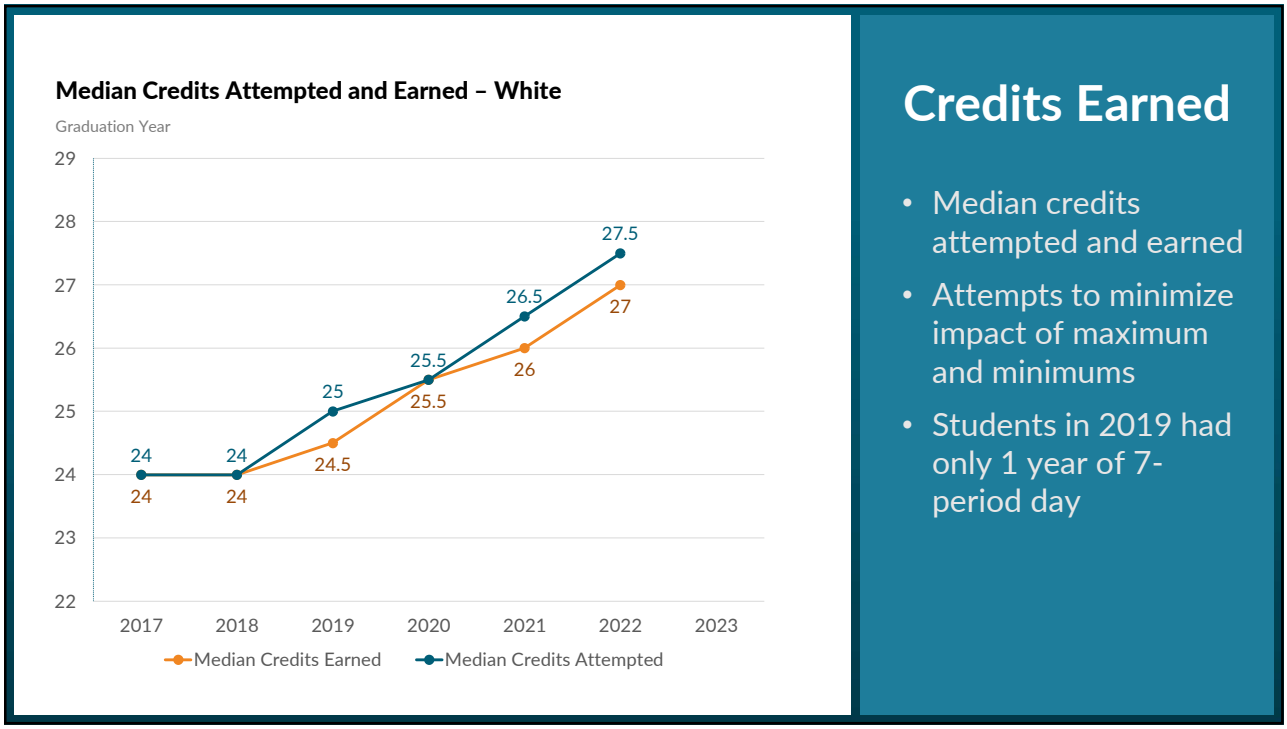
82


Median Credits Attempted and Earned – Hispanic/Latino
Graduation Year
29
28
27
26
25
24
23
22
2017
2018
2019
2020
2021
2022
2023
24.5
24
25
26
27
28
23.5
24
24.25
25
26
26.5
Median Credits Earned
Median Credits Attempted
Credits Earned
Median credits attempted and earned
Attempts to minimize impact of maximum and minimums
Students in 2019 had only 1 year of 7-period day

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Median Credits Attempted and Earned – Two or More Races
Graduation Year
29
28
27
26
25
24
23
22
2017
2018
2019
2020
2021
2022
2023
24
24.5
25
26
26.25
27.5
24
24
25
25.5
26
27
Median Credits Earned
Median Credits Attempted
Credits Earned
Median credits attempted and earned
Attempts to minimize impact of maximum and minimums
Students in 2019 had only 1 year of 7-period day

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Credits Earned

- Median credits attempted and earned
- Attempts to minimize impact of maximum and minimums
- Students in 2019 had only 1 year of 7-period day

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Pre and Post Grade Distribution for Grades 9-12

Comprehensive High Schools

	School Year	A	B	C	D	F/I/N
6 Period Day	15-16	48.5	27.3	13.4	6.1	4.7
	16-17	49.6	27.2	13.0	5.8	4.3
	17-18	49.8	26.6	12.9	6.2	4.6
7 Period Day	18-19	52.9	25.0	11.9	5.6	4.6
	20-21	62.6	18.7	9.2	4.5	5.0
	21-22	60.4	20.9	9.8	4.8	4.1
	22-23	59.3	21.9	9.6	4.6	4.5

86

% Non-Credit Grades by Student Group Grades 9-12

Comprehensive High Schools

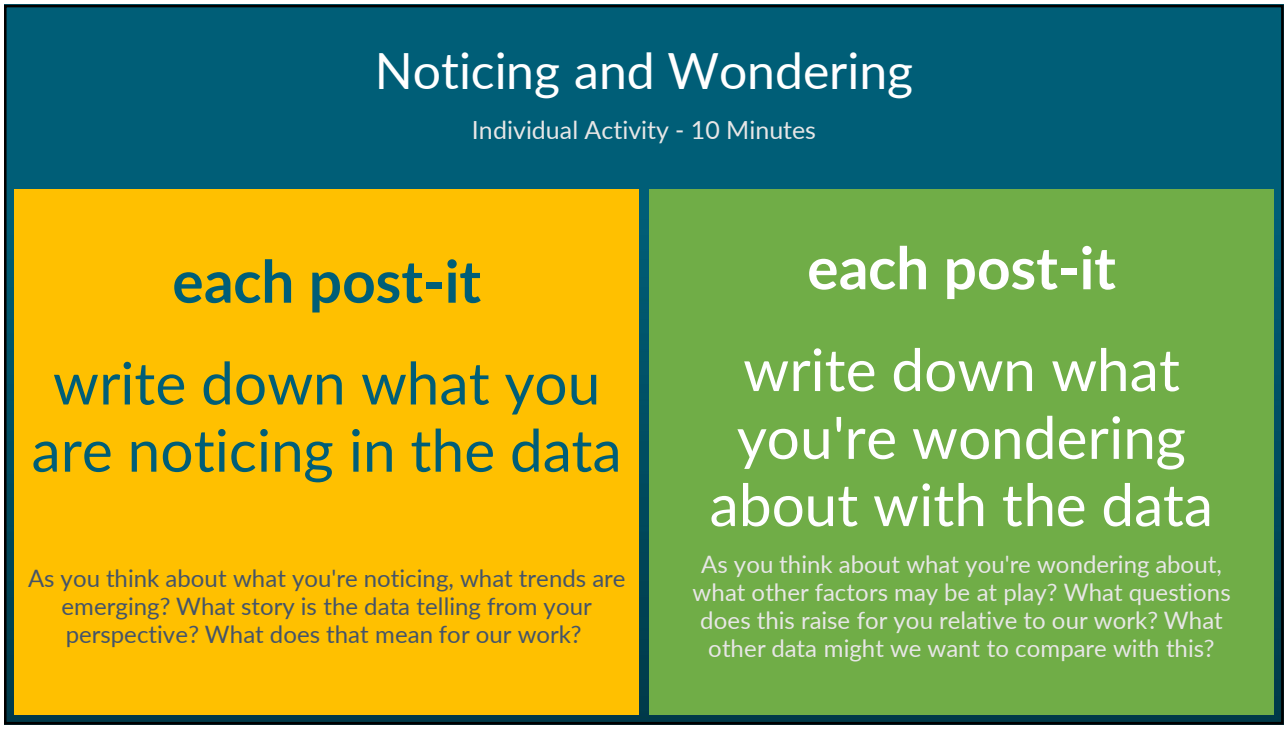
	School Year	Asian	Black/African American	Hispanic/Latino	White	Special Education	Multilingual Learners
6 Period Day	15-16	2.4	10.1	8.2	4.4	11.8	12.1
	16-17	2.2	12.7	9.4	3.7	10.6	14.5
	17-18	2.6	10.8	10.8	3.7	13.0	12.6
7 Period Day	18-19	2.7	11.2	11.6	3.3	13.0	15.9
	20-21	2.1	11.3	14.2	3.6	12.3	16.4
	21-22	1.7	8.2	11.3	3.3	10.6	16.4
	22-23	1.8	12.1	12.9	3.6	14.1	15.6

87

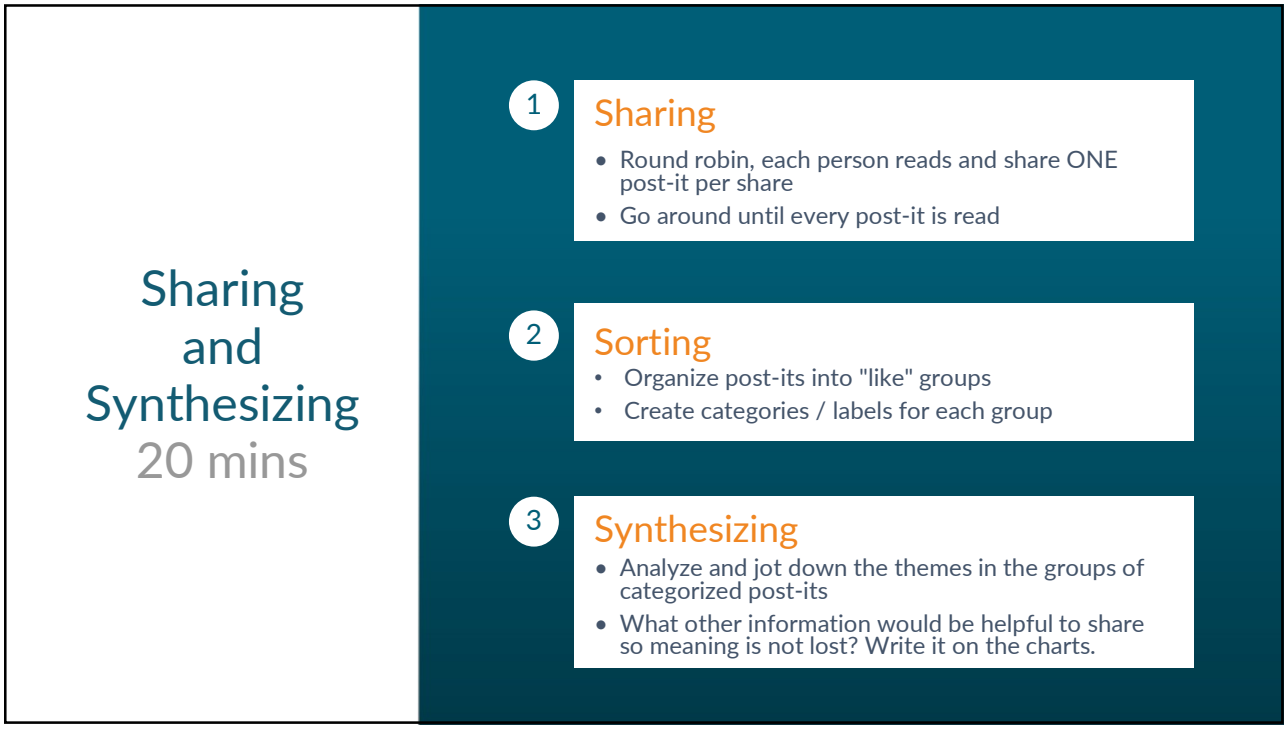
Number On Your Agenda

1. Self Efficacy Data
2. Electives Data (Music)
3. Access to rigorous coursework (1 or more AP)
4. Additional rigorous coursework (3 or more AP)
5. Credits attempted and earned

88


Noticing and Wondering
Individual Activity - 10 Minutes
each post-it
write down what you are noticing in the data
As you think about what you're noticing, what trends are emerging? What story is the data telling from your perspective? What does that mean for our work?
each post-it
write down what you're wondering about with the data
As you think about what you're wondering about, what other factors may be at play? What questions does this raise for you relative to our work? What other data might we want to compare with this?

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Sharing and Synthesizing
20 mins
1
Sharing
Round robin, each person reads and share ONE post-it per share
Go around until every post-it is read
2
Sorting
Organize post-its into "like" groups
Create categories / labels for each group
3
Synthesizing
Analyze and jot down the themes in the groups of categorized post-its
What other information would be helpful to share so meaning is not lost? Write it on the charts.

90

Sharing Thinking Gallery Walk

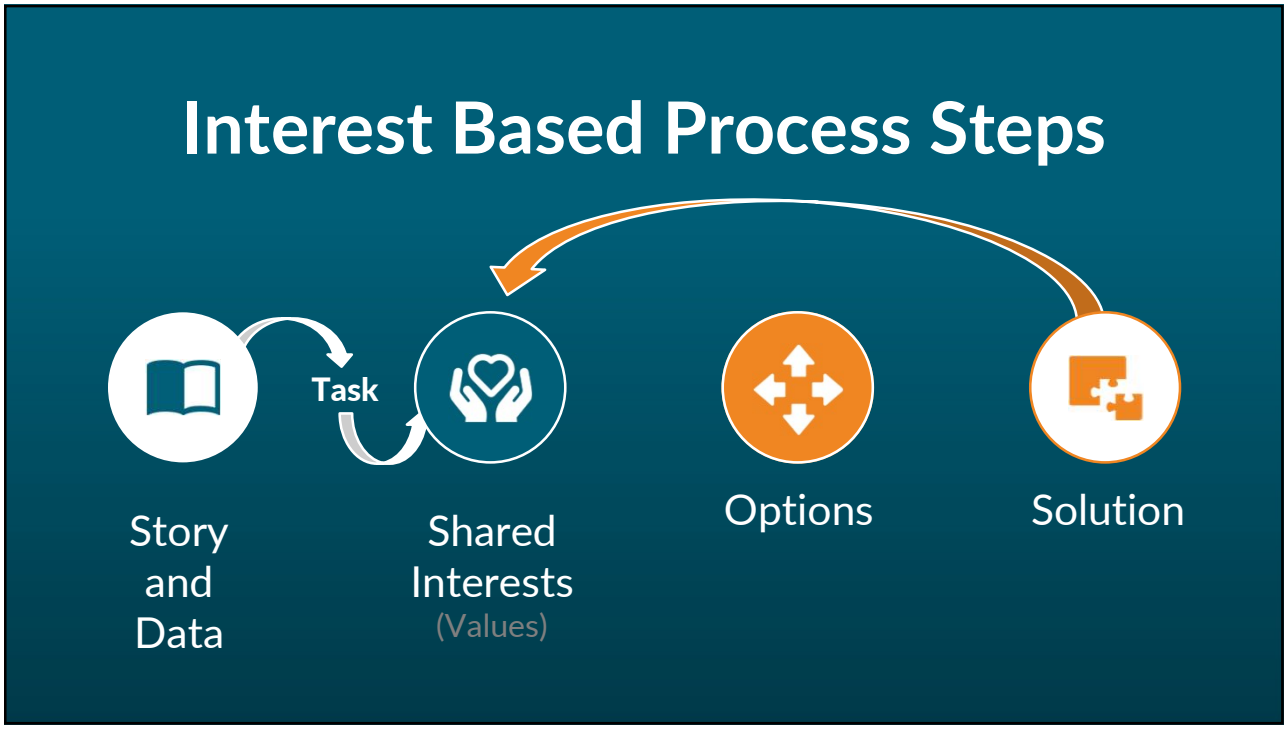
15 Min

1. **View**
   - Take a "gallery walk" and look for patterns and trends.
2. **Read**
   - Read through the emerging themes. Feel free to ask clarifying questions or share your thinking in writing on the chart.
3. **Return to Your Table**
   - Anything new emerge from the feedback?
   - Choose a reporter to share out?

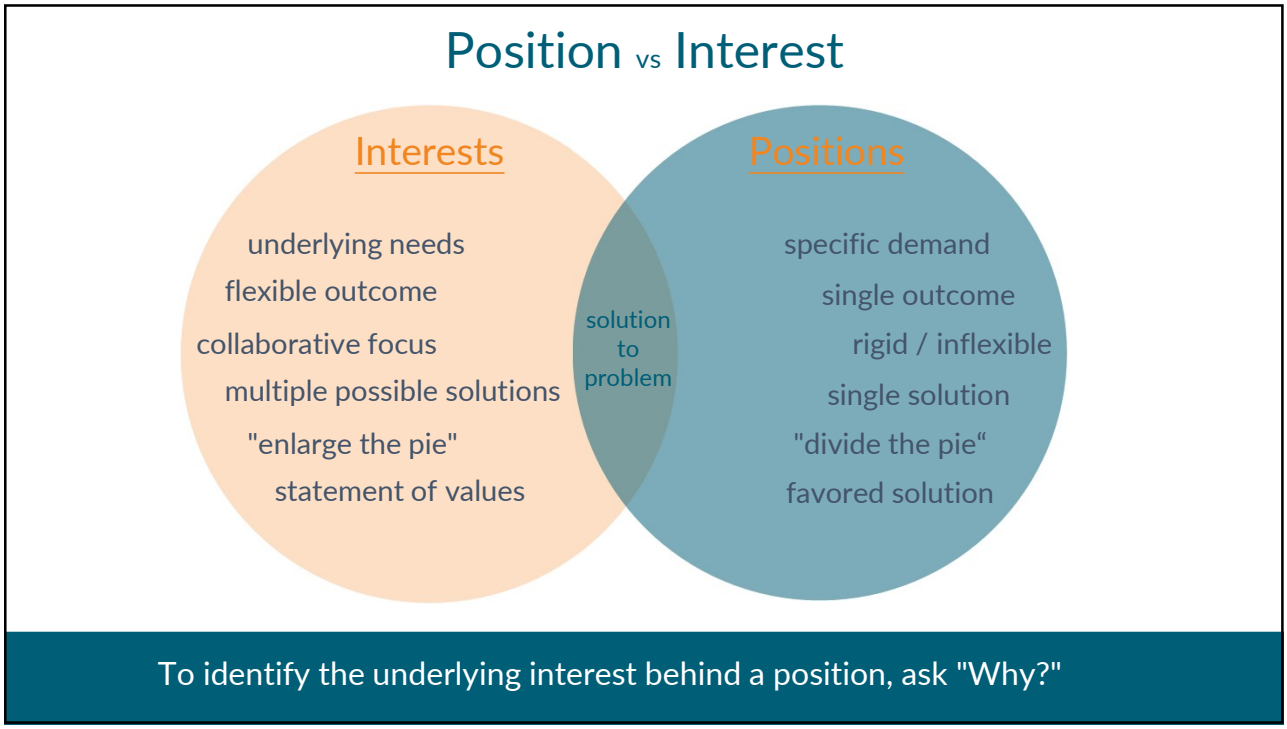
91



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Interest Based Process Steps
Task
Story and Data
Shared Interests (Values)
Options
Solution

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Position vs Interest
Interests
underlying needs
flexible outcome
collaborative focus
multiple possible solutions
"enlarge the pie"
statement of values
solution to problem
Positions
specific demand
single outcome
rigid / inflexible
single solution
"divide the pie"
favored solution
To identify the underlying interest behind a position, ask "Why?"

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Framing Our Positions to Interests

Issue:

What should LWSD do about a 7-period day?

Position:

1. The 7-period HS day must be preserved, because it affords students 28 opportunities to acquire the 24 credits necessary to graduate.
2. We need to move back to a 6-period HS day, because we're overloading students with 7 classes.

Interest:

1. HS day that allows students more than the minimal required (24) opportunities to acquire credits to graduate.
2. HS day that promotes healthy balance between academic load and life outside of school.

95

Process and Connect

Turn and Talk

- Where does this align (or not) with your experience?
- What are you curious about?
- What additional information do you need?





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Generating Interests

What are your interests related to the high school day?

- Helping students balance workload and life.
- Keeping the 7-period day.
- Financially sustainable.
- Going back to a 6-period day.

Our Task

Using individual sticky notes, write as many interests on separate notes as time allows.

97

97

Sharing and Synthesizing

1. **Sharing**
   - Round robin, each person reads and share ONE post-it per share
   - Go around until every post-it is read
2. **Sorting**
   - Organize post-its into "like" groups
   - Create categories / labels for each group
3. **Synthesizing**
   - Analyze and jot down the themes in the groups of categorized post-its
   - What other information would be helpful to share so meaning is not lost?

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Identifying Common and Priority Interests

- Students – Red
- Administrators – Blue
- Teachers / Other Staff – Green
- Parents / Community - Yellow

1. **View**
   - Take a "gallery walk" and look for patterns and trends.
2. **Read**
   - Read through the interest statements and place your sticky dots next to the statements you feel are highest priority for our committee's consideration.
3. **Notice and Wonder**
   - What are you noticing and wondering as you read what others wrote and prioritized?

99



100



Next Meeting: December 14 – RHS Library

- Compiled analysis and interests (noticing)
- Additional data sets (wonderings)
- Compiled and prioritized interests
- Perceptual survey and community engagement

101

LWSD School Board Coherent Governance

Results and Operational Expectations

Results and Operational Expectations
- Policy
- Interpretation
- Indicators
- Evidence
- Monitoring

What behaviors or skills might be LWSD need to successfully realize these results and expectations?

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Results 1: Mission of LWSD



Our mission

Each student will graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society.



Our vision

Every Student Future Ready:
- Prepared for College
- Prepared for the Global Workplace
- Prepared for Personal Success

Equipping every student for a successful future

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Results 1 - Interpretation

Students must have opportunities to learn a rich curriculum in inclusive classrooms and have access to learning opportunities that encourage ongoing growth and development. Every student learns and achieves at high levels and it is our responsibility to help Each student learn, grow and be challenged while they acquire knowledge and skills that will help them to be successful in an ever- changing world. Students must be equipped to lead a life that is personally rewarding and professionally meaningful.

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Results 1 Indicators

% of students graduating in 4 years (on-time rate)	% of students not dropping out of school during high school	% of students graduating in 7 years (extended rate)	% of graduates enrolling in a post-secondary institution within 2 years
% of graduates completing at least one dual credit course with a B or higher during high school	%of 9th graders earning credit for all courses attempted	% of 10th graders meeting the college and career readiness benchmark score on the evidence-based reading / writing section of the PSAT	% of 10th graders meeting the college and career readiness benchmark score on the math section of the PSAT

105

Academic Content Knowledge and Skills

Results 2

Each student will demonstrate mastery of content knowledge, skills, and competencies necessary to create, collaborate, think critically, and solve problems.

Students will achieve reasonable progress as demonstrated through multiple measures, on state and district-required standards each year in:

- 2.1 Students will develop reading, writing, speaking, listening, and language skills in alignment with the Common Core State Standards.
- 2.2 Students will become increasingly proficient in mathematics, in alignment with the Common Core State Standards.
- 2.3 Students will become increasingly proficient in science

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Results 2 Interpretations

2.1 - Students must have the ability to perform at or above grade level proficiency in Literacy and Language Skills and apply those skills to develop competencies that lead to academic, professional, and personal success.

2.2 - Students must have the ability to perform at or above grade level proficiency in Math on state assessments and perform at or above college readiness benchmarks on nationally normed assessments.

2.3 - Students must have the ability to perform at or above grade level proficiency in Science on state assessments and perform at or above college readiness benchmarks on nationally normed assessments.

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Results 2 Indicators

2.1 - Percentage of grade 3 & 8 students meeting end of year benchmark using a universal screening tool	2.1 - Percentage of grade 3, 8 & 10 students meeting state standards on state ELA assessment	2.1 - Percentage of grade 3, 8 & 10 students "at standard" on report card	2.1 – Percent of grade 10 students meeting reading / writing benchmark on PSAT
2.1 - Percentage of Multilingual students making sufficient progress as measured on the ELPA21	2.2 – Percentage of grade 5 & 8 students meeting benchmark on a universal screening tool	2.2 - Percentage of grade 5, 8 & 10 students meeting state standards on Smarter Balanced mathematics assessment	2.2 - Percentage of grade 5 & 8 students "at standard" on report card
2.2 – Percent of graduates with grades of C or higher in Algebra II	2.3 - Percentage of grade 5 & 8 students meeting state standards on the Washington Comprehensive Assessment of Science	2.3 - Percentage of grade 5, 8 & 10 students "at standard" on report card in science	2.3 – Percent of grade 11 students with two or more science credits

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Results 3: Life and Global Citizenship Skills

The Board believes that for each student to graduate future ready they must develop the social and emotional skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. By taking a whole-child approach to learning we expect our graduates to be able to demonstrate an understanding of themselves and the world around them, and have the skills to increase their academic success, decrease their emotional distress, and engage in positive social behavior.

Each student will grow critical social, emotional, and behavioral skills such as expressing and managing emotions, setting goals, establishing relationships, and making responsible decisions that lead to a productive, rewarding, and responsible life as a contributing member of the community and greater society.

Accordingly, graduates from Lake Washington will be able to demonstrate the following skills consistent with the Washington State Social Emotional Learning standards:

- 3.1 - Self-Awareness: Identify their emotions, their personal strengths, and their areas for growth.
- 3.2 - Self-Management: Regulate their emotions and behaviors in constructive ways.
- 3.3 - Self-Efficacy: Develop reasonable goals and the plans to accomplish those goals.
- 3.4 - Social Awareness: Acknowledge, empathize, and treat others with respect, including those from differing cultures and/or identities.
- 3.5 - Social Management: Make safe choices about personal behavior and social interactions.
- 3.6 - Social Engagement: Consider others and show a desire to contribute, as a citizen or member, to the well-being of school and community.

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Results 3 Interpretations

3.1 - Students are able to demonstrate an awareness and understanding of their emotions and how their emotions influence their behavior; an awareness of how their perspectives and identity are assets, and an awareness of areas for growth.

3.2 - Students are able to demonstrate the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways; and responsible decision-making and problem-solving skills.

3.3 - Students are able to demonstrate the skills to set, monitor, adapt, persevere, achieve, and evaluate goals; problem-solving skills to engage responsibly in a variety of situations; and an awareness and ability to speak on behalf of personal rights and advocacy.

3.4 - Students are able to demonstrate awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities; an awareness and respect for similarities and differences among community, cultural and social groups; and an understanding of the variation within and across cultures.

3.5 - Students are able to demonstrate a range of communication and social skills to interact effectively with others; the ability to identify and take steps to resolve interpersonal conflicts in constructive ways; and the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.

3.6 - Students are able to demonstrate a sense of school and community responsibility; the ability to work with others to set, monitor, adapt, achieve, and evaluate goals; and contribute productively to one's school, and community.

110

Results 3 Indicators

% of students reporting positively as to how well they perceive their ability to regulate their emotion	% of students reporting positively as to how well they regulate their emotions, thoughts, and behaviors in different situations	% of students reporting positively as to how well they believe they can succeed in achieving academic outcomes
% of students reporting positively as to how well they consider the perspectives of others and empathize with them	% of students reporting positively as to their preparedness for discussing and confronting issues of race, ethnicity and culture in school	% of students reporting positively the extent to which they consider the perspectives of their teachers

111





Commitment to Equity

To ensure academic success for all students by closing opportunity gaps for students and providing equitable and inclusive working and learning environments for all students, families, staff, and communities.

112

Committee Roles

What are the various roles for people on the committee?

Facilitator

Lead the committee through the steps, provide oversight of the process and to report back to the Superintendent.

Committee

Learn, engage, be creative, be strategic with each task with a focus on closing gaps and improving conditions / outcomes for students.

Board Member

Observe the committee process, discussions and recommendation to inform the whole Board of the process and outcomes.

Superintendent

Receive feedback from the committee.

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State Required Graduation Credits

Timeline of Recent Changes

Past

English	3
SS	2.5
Science	2
Math	2
PE	1.5
Art	1
CTE	1
Electives	5.5
Health	0.5	
Total	**19**

Pre 2013
19 Credits

English	4
SS	3
Science	2
Math	3
PE	1.5
Art	1
CTE	1
Electives	4
Health	0.5
World Language	2
Total	**22**

2016-2018
22 Credits

LWSD Requirement

English	4
SS	3
Science	2
Math	3
PE	1.5
Art	1
CTE	1
Electives	4
Health	0.5	
Total	**20**

2013-2015
20 Credits

2019 and Beyond
24 Credits

English	4
SS	3
Science	3
Math	3
PE	1.5
Art	2
CTE	1
Electives	4
Health	0.5
World Language	2
Total	**24**

Future

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LWSD Four-Year Budget Outlook

June 2023

	2023-24 Budget	2024-25 Estimated	2025-26 Estimated	2026-27 Estimated
Beginning Fund Balance	**$49.20**	$41.50	$38.50	$37.60
Revenues	**$548.50**	$565.70	$575.30	$583.60
Expenditures	**$556.20**	$568.70	$576.20	$583.30
Ending Fund Balance	**$41.50**	$38.50	$37.60	$37.90
Planned Use of Fund Balance	($7.70)	($3.00)	($0.90)	$0.30
Required Reductions	($4.80)	($6.00)	($5.00)	

Dollars in millions

115

Looking Back / Looking Ahead

How does our work connect both with what was and what is yet to be?

1 What strikes you as you share and compare?

2 What are some patterns you are noticing?

3 What are some implications for our work?



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Average Credits Earned by Grad Year

2019	2020	2021
25.1	25.2	25.2

Average Credits by Graduating Year

2019 – 24-Credit Requirement in Effect

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IMPACT TO COLLEGE ADMISSIONS?

Rigor relative to what is offered.

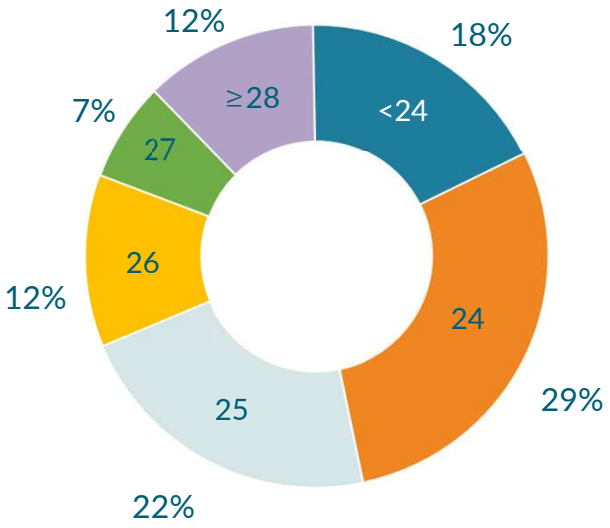
How did students perform over time, and how did they challenge themselves with the courses available at their school?



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% Graduates at Each Credit Level

2015 - 2017 Combined Graduating Classes



82

Percent

compiled 24 or more credits

March 2018 Board Presentation

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Considerations as We Work

- ✓ Legal Responsibilities
- ✓ Policy Connections
- ✓ Financial Feasibility
- ✓ Staffing and Contract Requirements
- ✓ Sustainability (Over Time)
- ✓ Organizational Capacity for Change
- ✓ Professional Learning Needs
- ✓ Operational Feasibility
- ✓ Impact on Students, Families, Staff

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Our Work Together

Committee Outcomes

Understand history of 7-Period Day and how we arrived at this point in time. Develop working agreements.

Continued data analysis including perceptual data. Begin comparing outcomes to interests.

Engage community in options for feedback and socialization of different options.



Generate our interests and begin looking at data around 7-period day. Perception / experience survey for community engagement.

Review current state with interests to answer question does current state meet our interests? Are there other options that could meet those interests?

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LWSD Mission and Vision

Our mission

Each student will graduate prepared to lead a rewarding and responsible life as a contributing member of our community and greater society.

Our vision

Every Student **Future** Ready:

- Prepared for College
- Prepared for the Global Workplace
- Prepared for Personal Success

Equipping every student for a successful future

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Unfunded Cost of the 7-Period Day

7-Period Day Cost Current Enrollment

Difference between 7-period day and 6-period day

57.2 total FTE

Cost Per FTE

$140,000 / FTE * 57.2 FTE

$8 million

7- Period Cost in 2018

$105,000 / FTE * 50 FTE

$5.3 million

The 7th period day costs millions more than a 6th period day due to increased staffing needs that are not funded at the State level.

123

Understanding the **7-period day** journey.

124

Additional Data Analysis - Fall 2023

Change in the number of students taking partial high school load, less than 7 periods?	What percentage of students leave middle school with 1,2,3 or more high school credits?	What courses pre and post change offered during zero and eighth periods?
Has there been a change in distribution of AP courses? More students taking multiple? Additional courses added?	Are there discernible differences in credit retrieval options and access?	Are there discernible changes in CTE coursework pre and post?

125