

Interests and Engagement

High School Day

Meeting 5 – 3-7-2024

WELCOME BACK

Find someone you don't normally sit with

share your favorite high school moment

and why that was your favorite.

HS Day Committee Meeting Objectives

March 7, 2024

Content Language

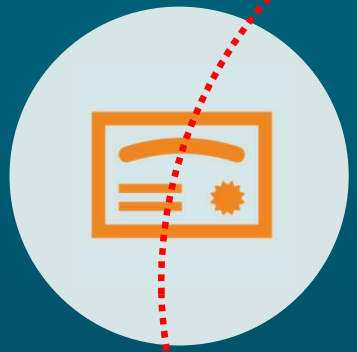
- Solidify prioritized interests by reading consolidated interest statements generated last meeting through group discussion and synthesis.
- Analyze scope of work relative to our interests by reviewing work to date to understand impact of 7-period day and that alignment with interests through group discussion.
- Determine next steps for generating options in large and small group discussions.

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

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.

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?

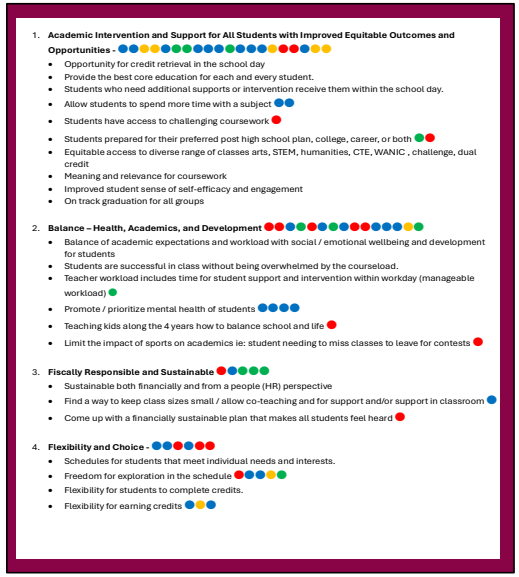
Interest Based Process Steps



Consolidated Themes - Interests

1. Priority voting consolidated interests across four shared themes.

2. Removed redundancy in interest statements by combined ideas while others were just duplicative



1. **Academic Intervention and Support for All Students with Improved Equitable Outcomes and Opportunities -**
   - Opportunity for credit retrieval in the school day
   - Provide the best core education for each and every student.
   - Students who need additional supports or intervention receive them within the school day.
   - Allow students to spend more time with a subject
   - Students have access to challenging coursework
   - Students prepared for their preferred post high school plan, college, career, or both
   - Equitable access to diverse range of classes arts, STEM, humanities, CTE, WANIC , challenge, dual credit
   - Meaning and relevance for coursework
   - Improved student sense of self-efficacy and engagement
   - On track graduation for all groups
2. **Balance – Health, Academics, and Development**
   - Balance of academic expectations and workload with social / emotional wellbeing and development for students
   - Students are successful in class without being overwhelmed by the courseload.
   - Teacher workload includes time for student support and intervention within workday (manageable workload)
   - Promote / prioritize mental health of students
   - Teaching kids along the 4 years how to balance school and life
   - Limit the impact of sports on academics ie: student needing to miss classes to leave for contests
3. **Fiscally Responsible and Sustainable**
   - Sustainable both financially and from a people (HR) perspective
   - Find a way to keep class sizes small / allow co-teaching and for support and/or support in classroom
   - Come up with a financially sustainable plan that makes all students feel heard
4. **Flexibility and Choice -**
   - Schedules for students that meet individual needs and interests.
   - Freedom for exploration in the schedule
   - Flexibility for students to complete credits.
   - Flexibility for earning credits

Flexibility and Choice

ACADEMICS
Intervention and Support for All Students with Improved Equitable Outcomes and Opportunities

BALANCE
Health, Academics, Development

Fiscal Responsibility and Sustainability

Guiding Questions

Considering Feasibility:

- How feasible is it to act on this interest within our current structures and resources?

Evaluating Equity and Inclusivity:

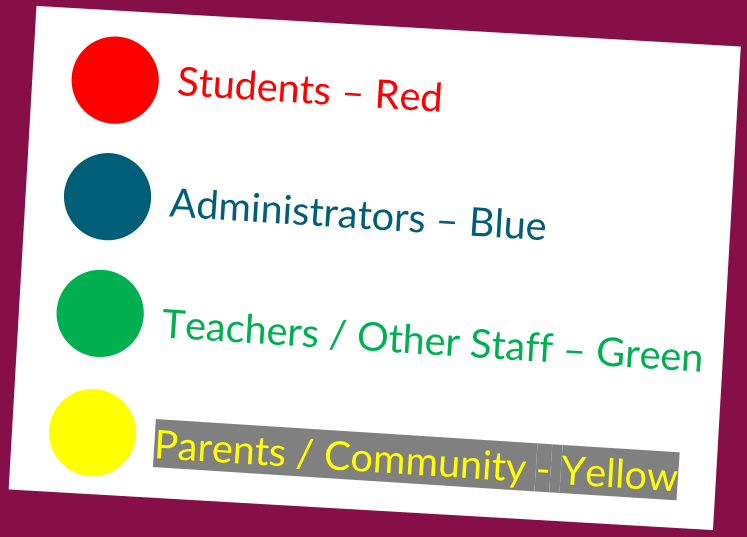
- How does this interest serve diverse groups within our community, including students, teachers, and parents?
- Are there any groups or perspectives that might be particularly affected by this interest, positively or negatively?

Looking at Long-Term Effects:

- What long-term benefits or changes can we anticipate for students and the broader school community?

Connecting to Broader Needs / Goals:

- Could addressing this interest help in meeting broader educational, social, or community needs and district goals from your groups' perspective?



Praise, Question, Polish

Small Group

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ALL MEANS ALL

Consolidated Interests

P

Praise

What specifically is making sense to you that you want to praise?

Q

Question

What questions do you have about what you see or what you don't see you would like the group to consider?

P

Polish

What suggestions do you want to offer to improve what is there or to enhance meaning for what is there?

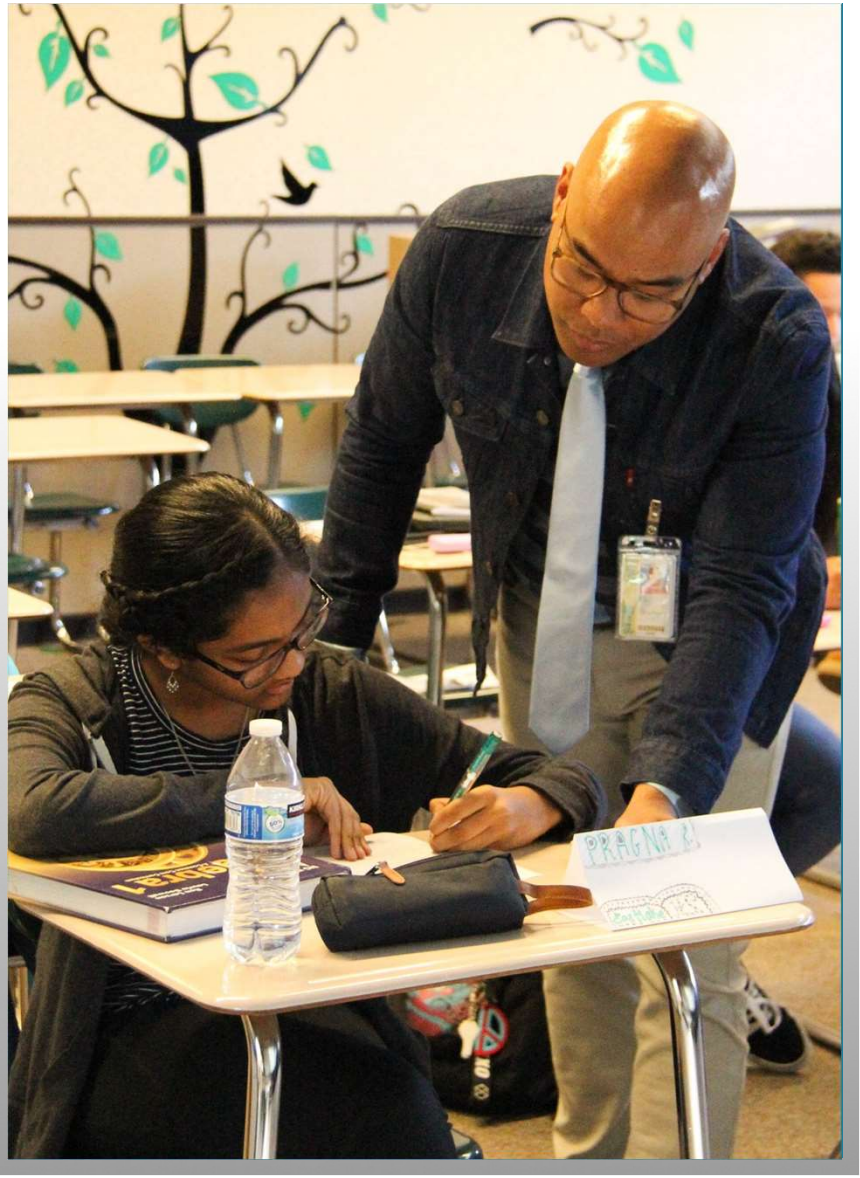


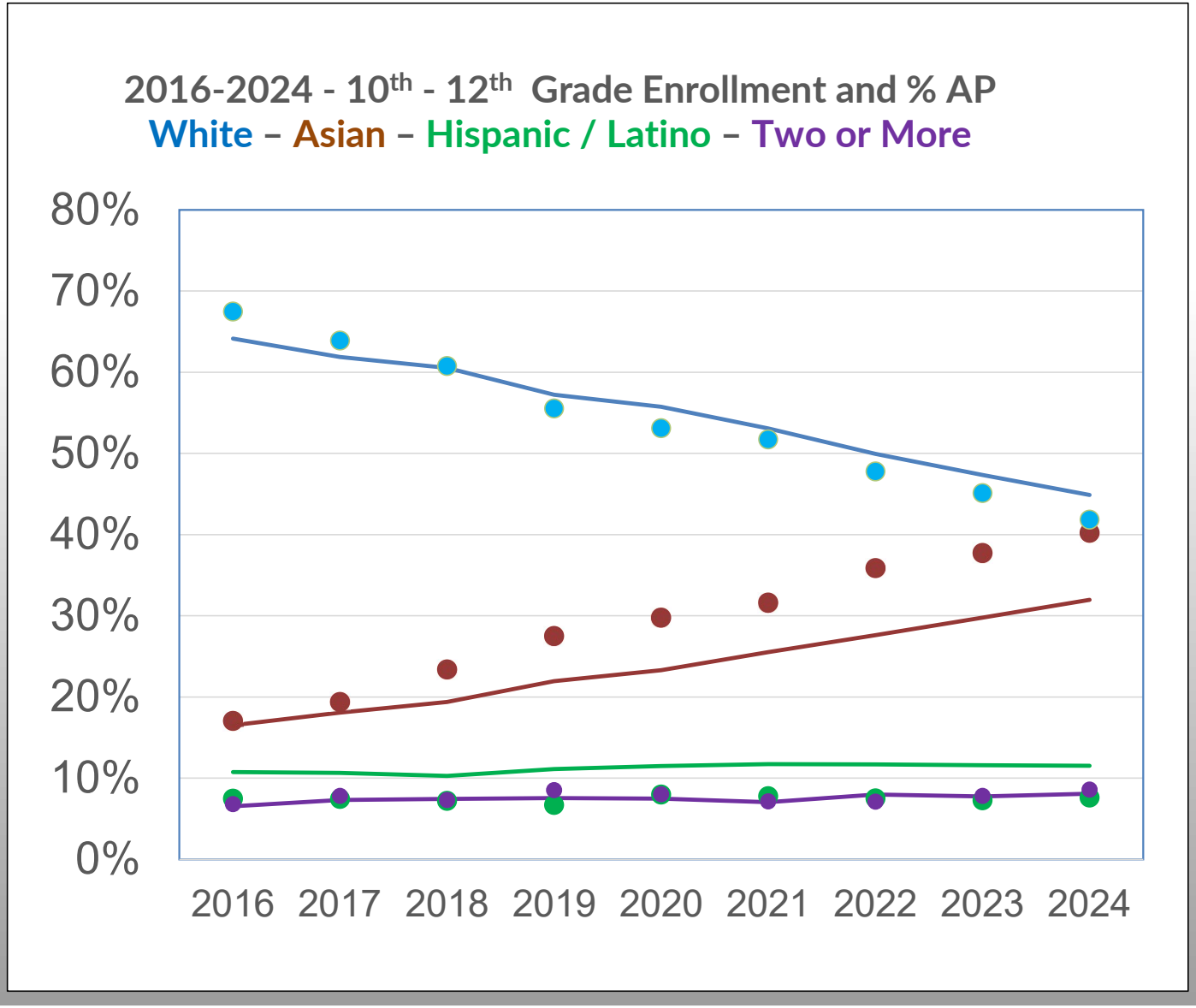
Share Out

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

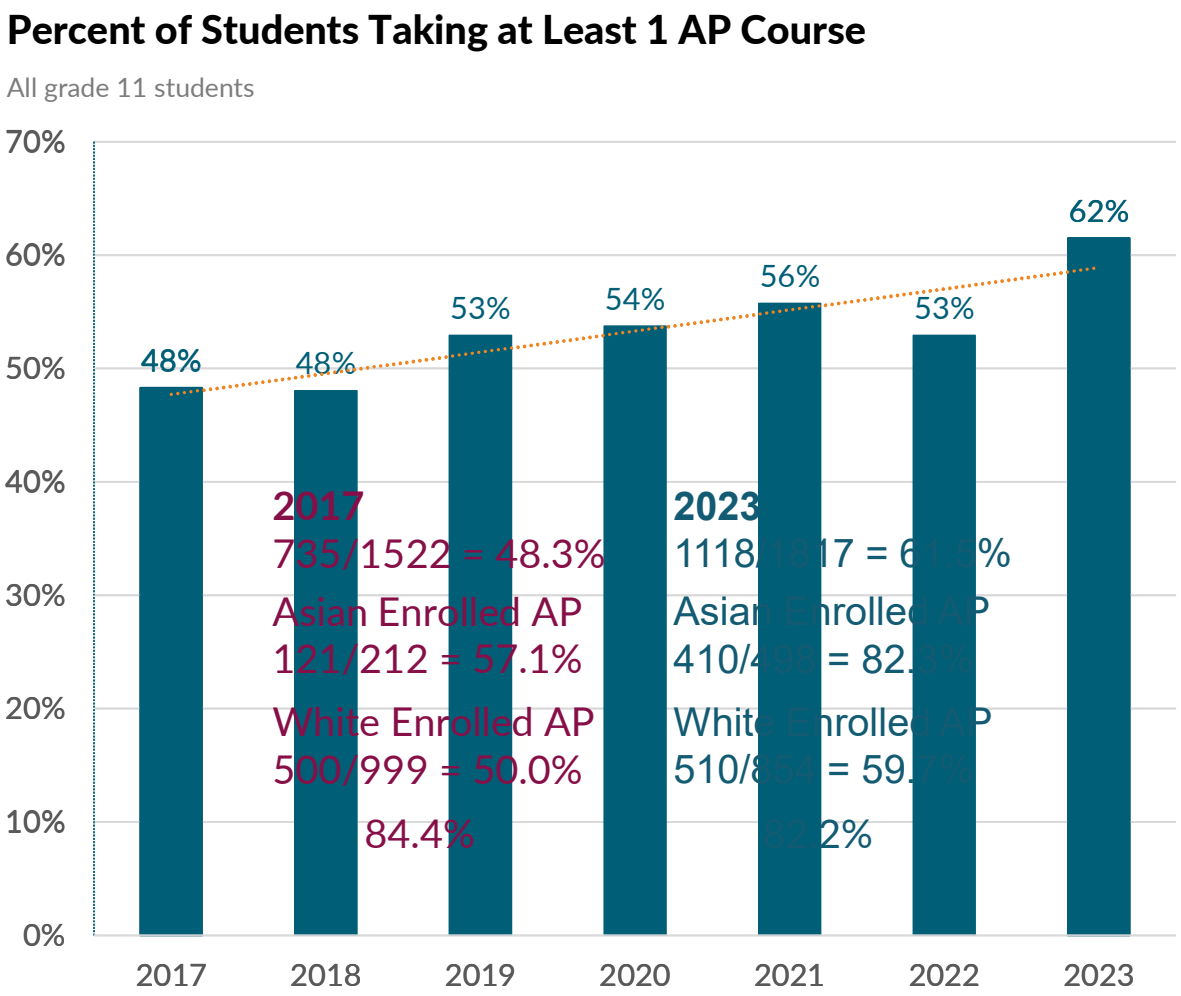




Enrollment

- Grades 10,11,12
- 2016 – 2024 (school years)
- RHS, JHS, LWHS, EHS
- % of total enrollment per year
- % of each group represented in AP

White
Asian
Hispanic / Latino
Two or More



Grade 11

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

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.

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



7-Period Cost in 2024

$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.

Small Group Revision Work

Building Consensus to Our Next Steps

In Table Groups

How does our current 7-period day align with our shared interests?

How does our current 7-period day reflect the values established by the board in policy? (OE14 and others)

be ready to share

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Share Out



Next Meeting: April 25

- Perception and interest data
- TBD