

Story *(data)* and Interests

High School Day

Meeting 3 – 12-14-2023

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

WELCOME COMMITTEE MEMBERS

Share with an elbow partner **one group condition** you want to focus on for yourself tonight? Why?

HS Day Committee Meeting Objectives

December 14, 2023

Content Language

- Build background on the 7-class HS day by continuing examination of 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.

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.

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.

Interest Based Process Steps



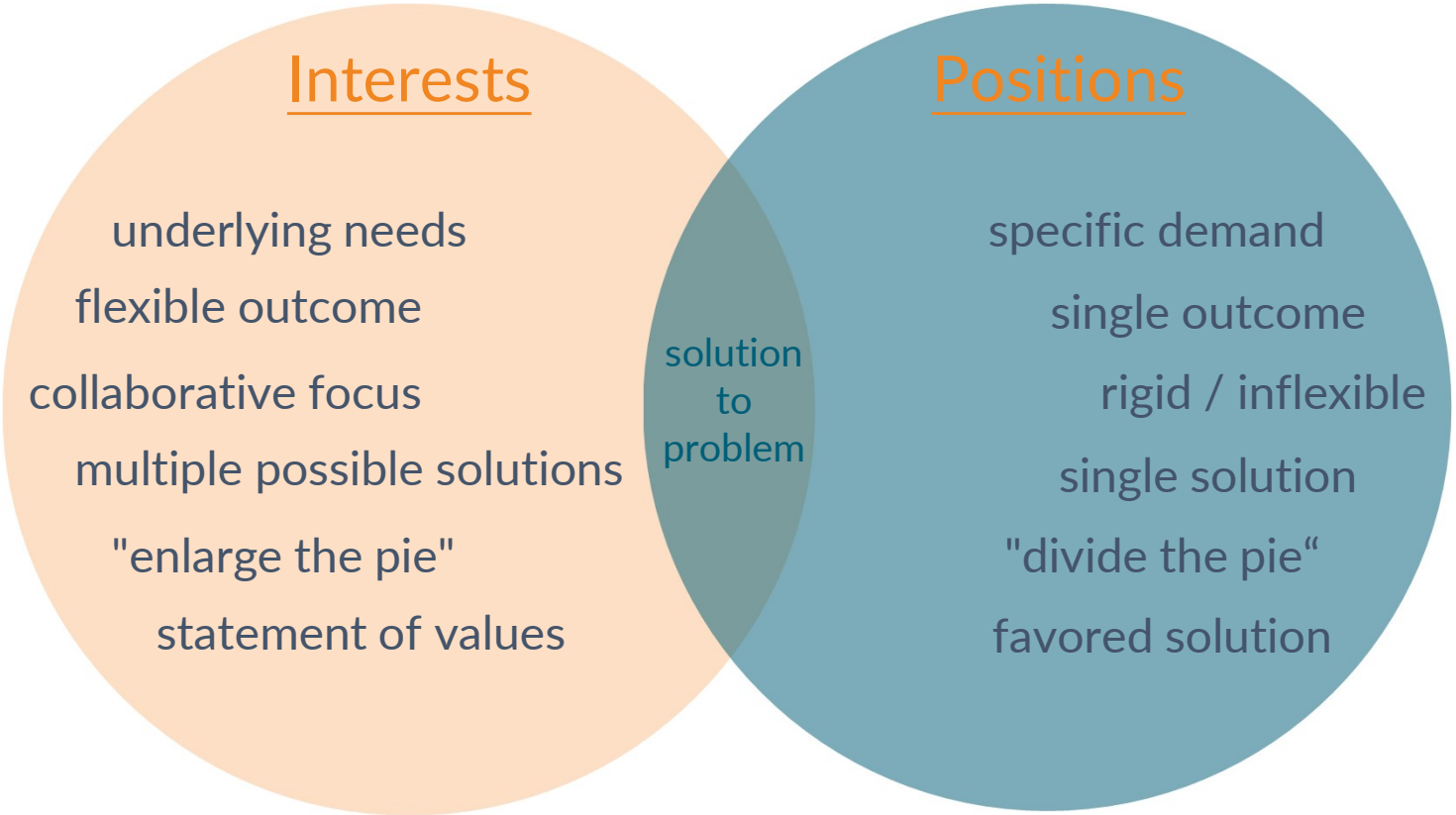
Story and Data

Shared Interests (Values)

Options

Solution

Position vs Interest



To identify the underlying interest behind a position, ask "Why?"

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.

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?







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.

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?

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?



The Data Story

Not about positive or negative or good or bad.



What patterns, trends, and important takeaways are we observing in this data

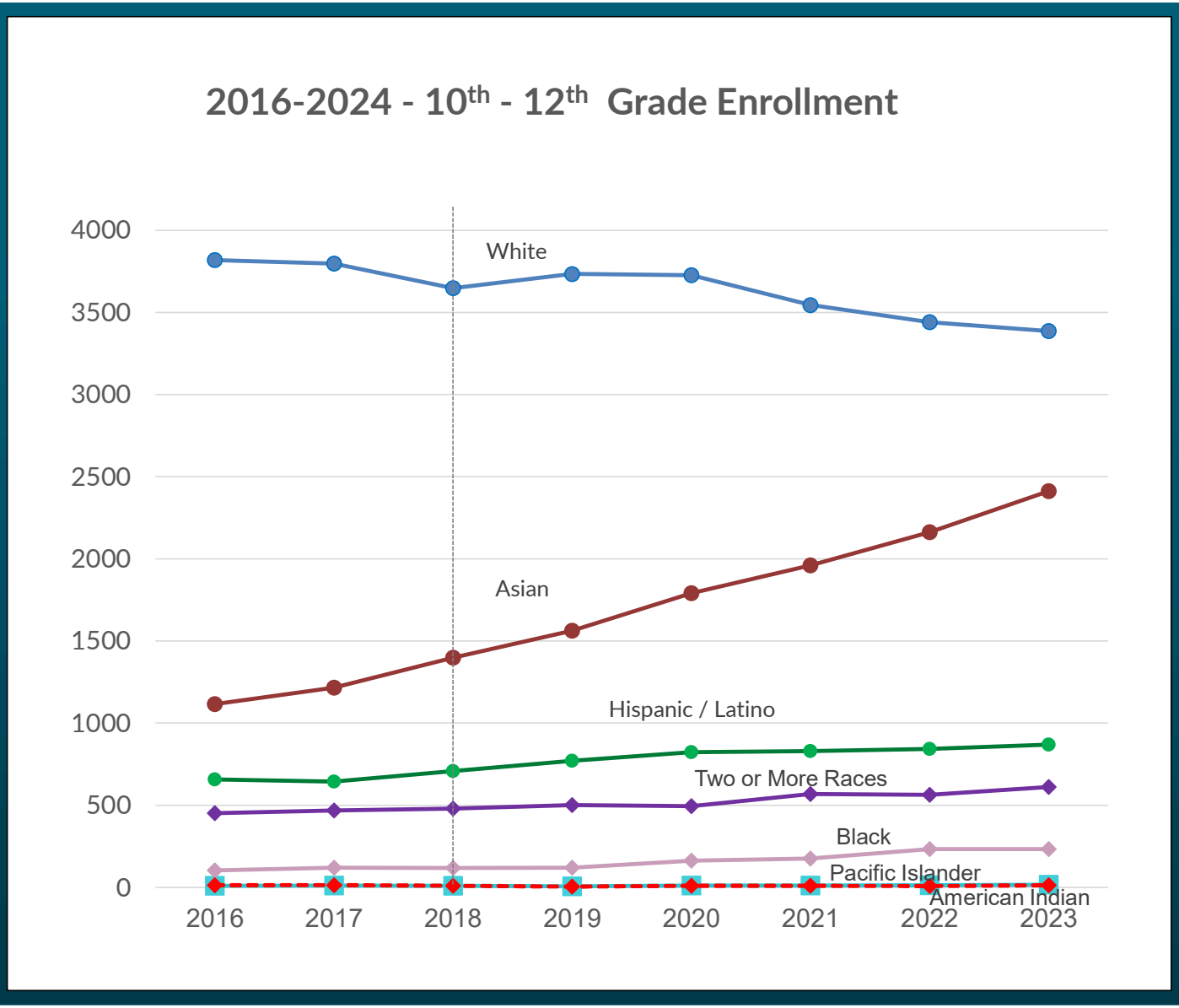
Not about positive or negative or good or bad.

2016-2024 - 10th - 12th Grade Enrollment

American Indian / Alaska Native	Asian	Black / African American	Hispanic / Latino	Native Hawaiian / Pacific Islander	Two or More Races	White	Total
3	1419	135	224	3	217	-472	1529
0.2%	92.8%	8.8%	14.7%	0.2%	14.2%	-30.9%	100.0%
21%	143%	136%	35%	30%	55%	-12%	25%

Enrollment Growth

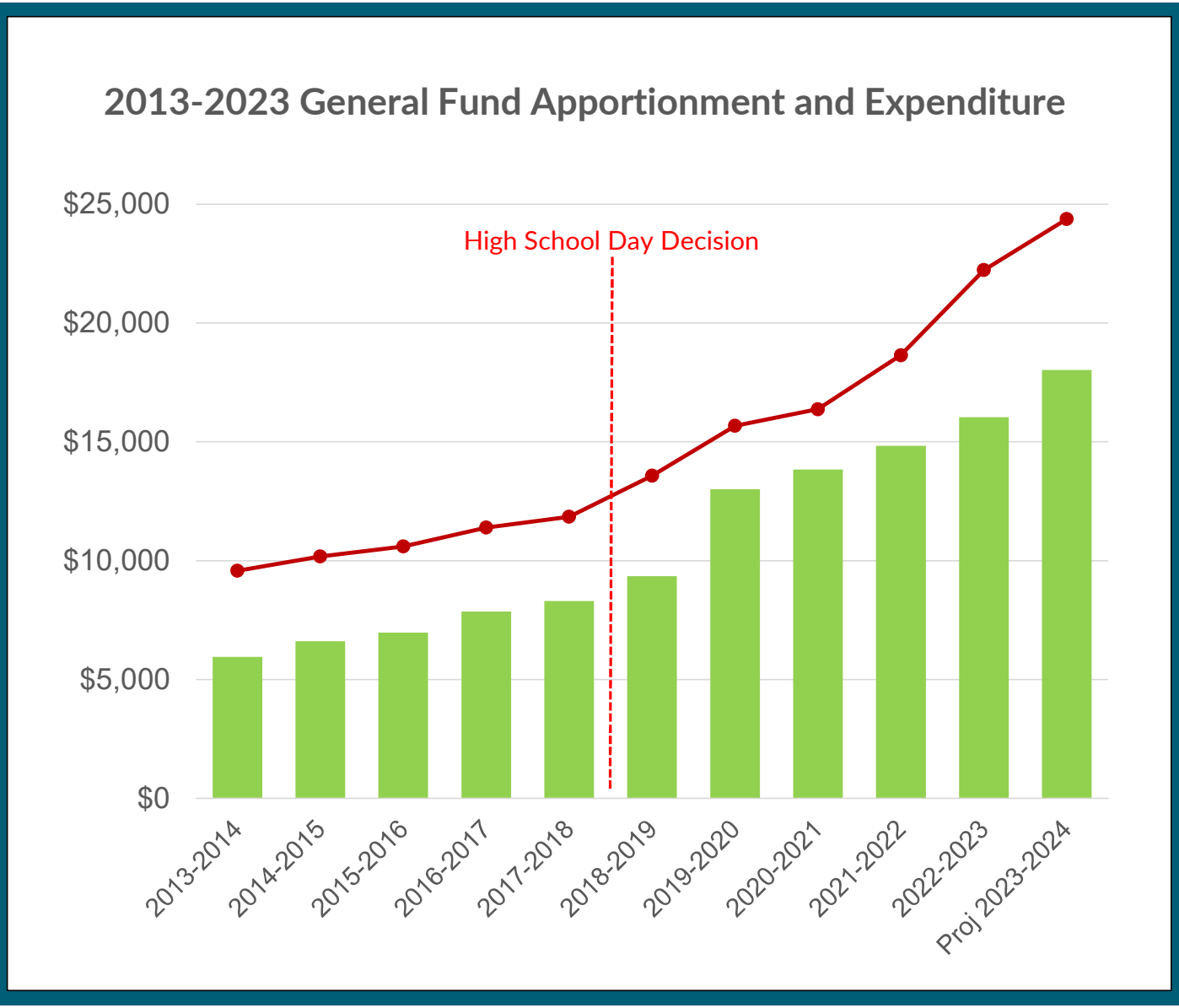
- Grades 10,11,12
- 2016 – 2024 (school years)
- RHS, JHS, LWHS, EHS
- Row 1 – Growth in Number
- Row 2 – Growth of overall in percentage
- Row 3 – Growth in Group



Enrollment

- Grades 10,11,12
- 2016 – 2024 (school years)
- RHS, JHS, LWHS, EHS
- 2018-2019 7-Classes

White
Asian
Hispanic / Latino
Two or More
Black
Pacific Islander
American Indian

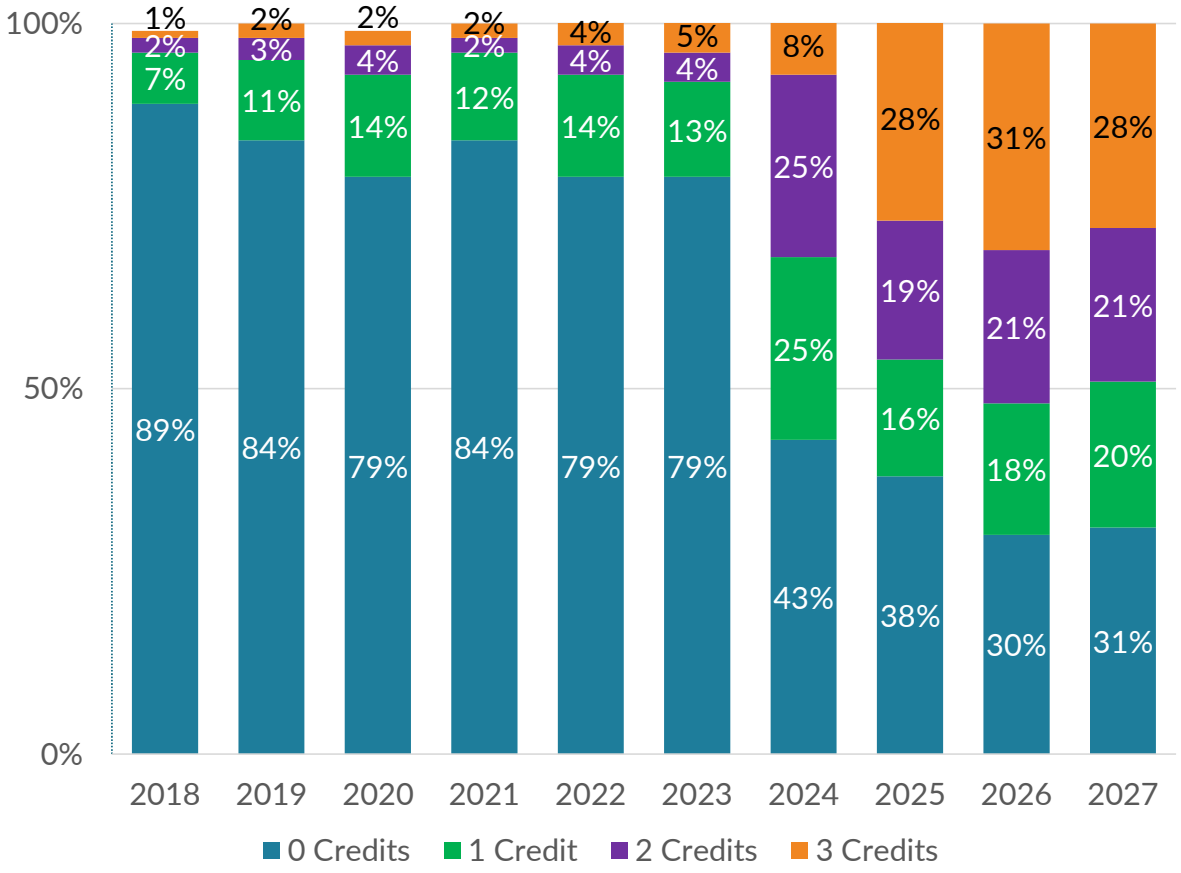


General Fund

- School budget realities
- All dollars in 2013 dollars
- McCleary year corresponds with shift to 7-class schedule
- Cap on local levy revenue
- Added unfunded salary mandates

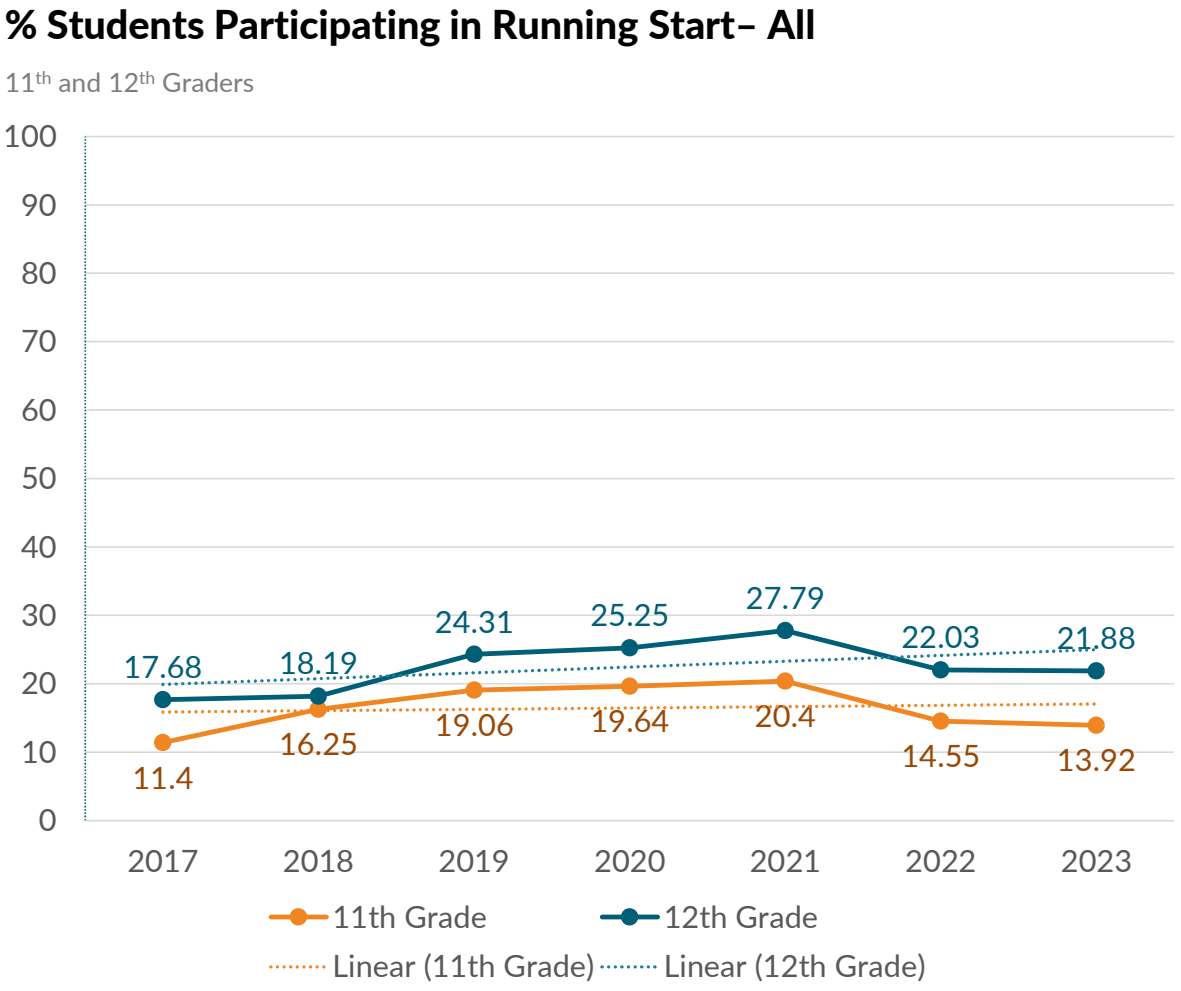
% Students with 0-1-2-3 High School Credits Leaving Middle School

Middle School Student Credits Entering 9th Grade



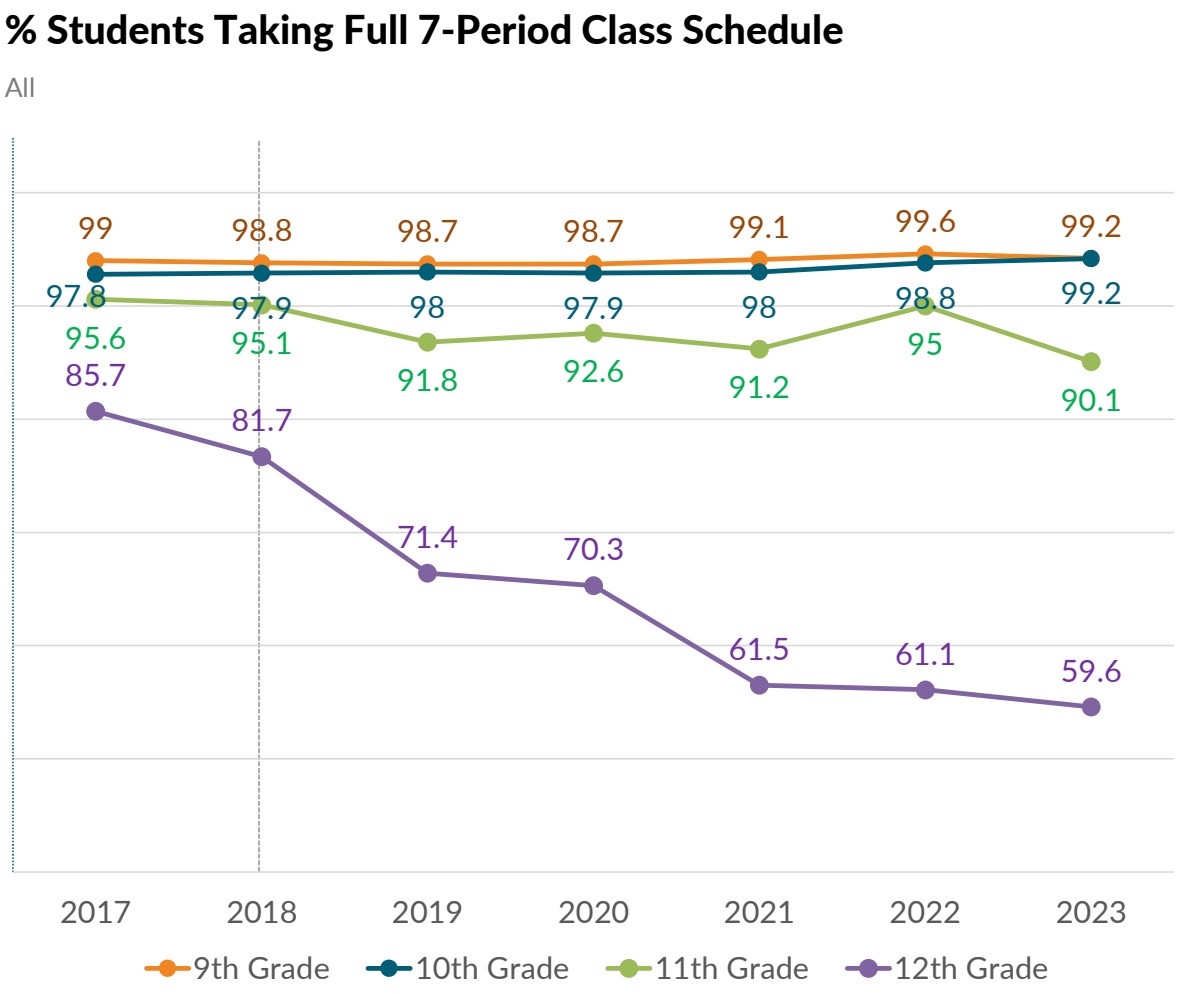
Middle School Credits

- Classes of 2018-2023 are graduates
- Class of 2024-2027 are active students
- Rounded to nearest whole number
- Change in law – transcripts now include middle school credits automatically



Running Start

- % of total students
- Grades 11 and 12
- Students in 2019 had only 1 year of 7-period day



7-Class Schedule

- % of total students in each grade based on:
- Enrolled on October 1st
- Running Start students excluded from the dataset
- Classes taken outside of school day were not counted as full load
- At least 6 courses prior to 2018-2019
- At least 7 during / after 2018-2019
- RHS – JHS – EHS - LWHS

% Students Taking Full 7-Period Class Schedule

American Indian / Alaska Native

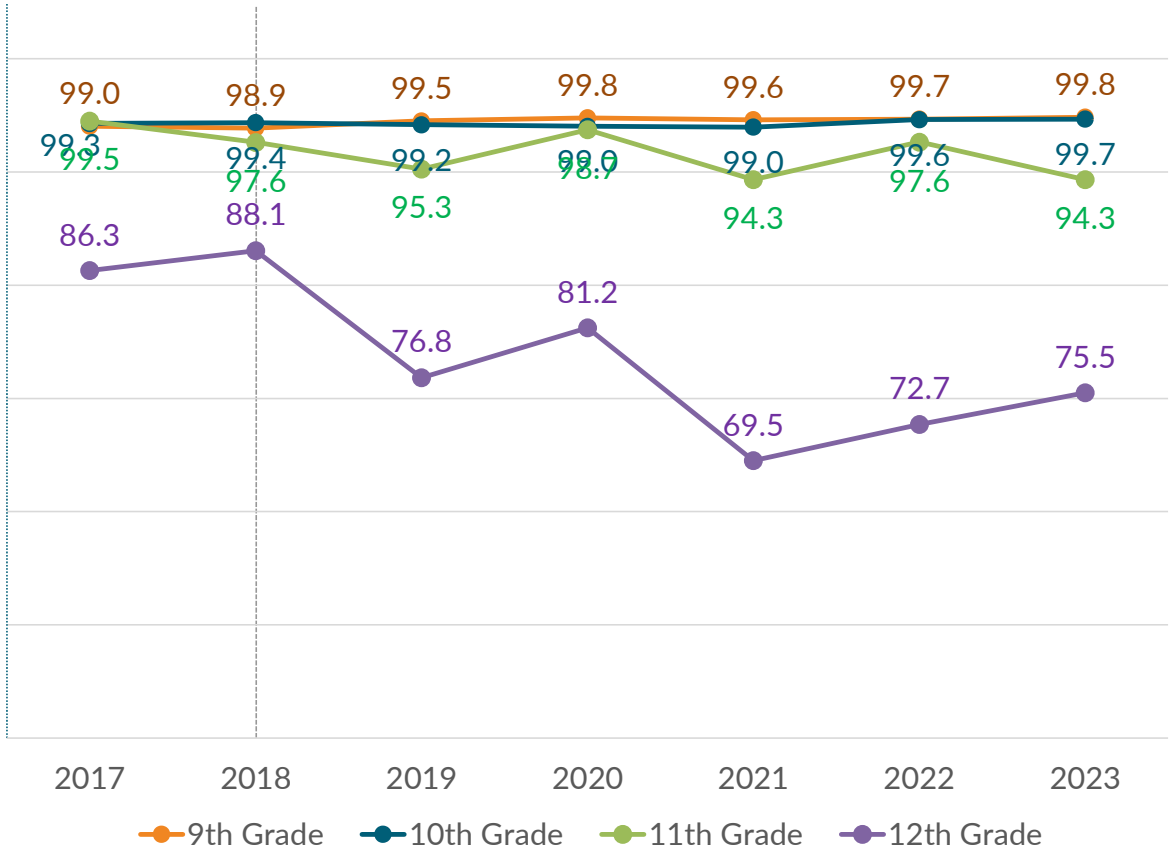


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% Students Taking Full 7-Period Class Schedule

Asian

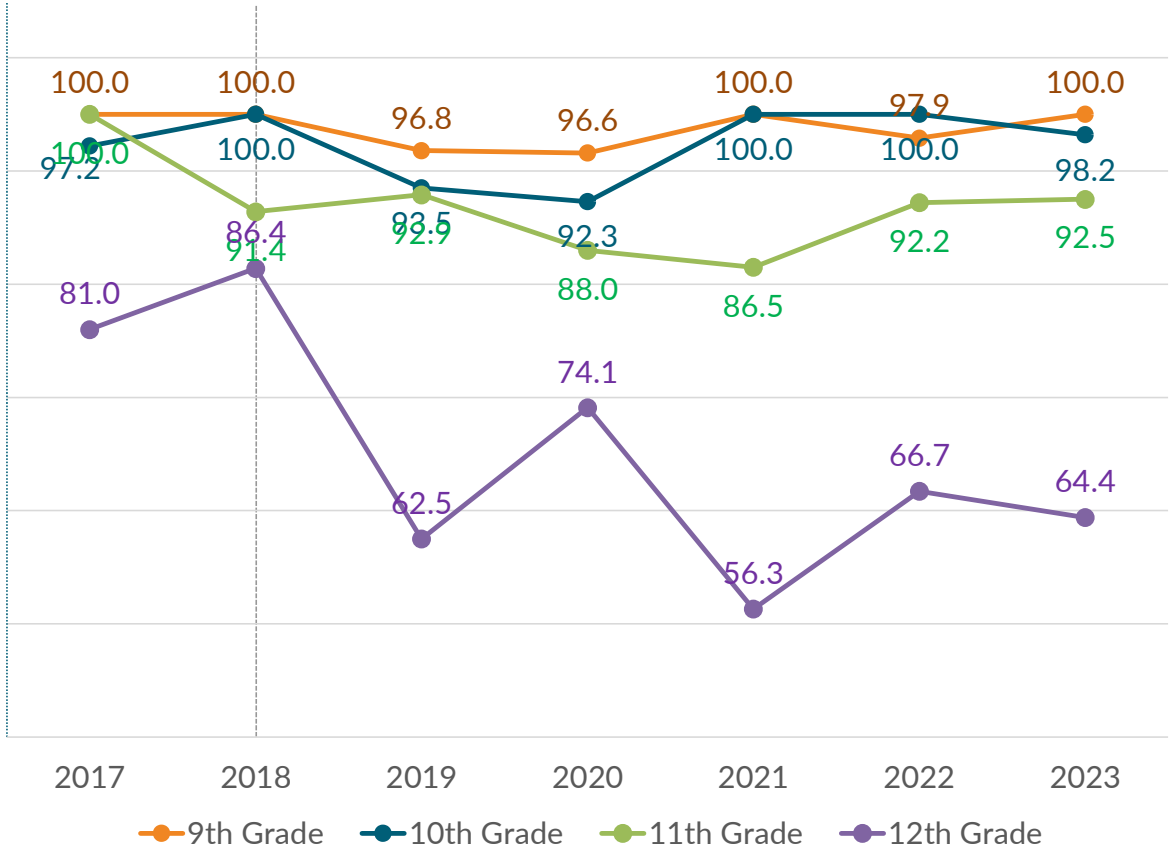


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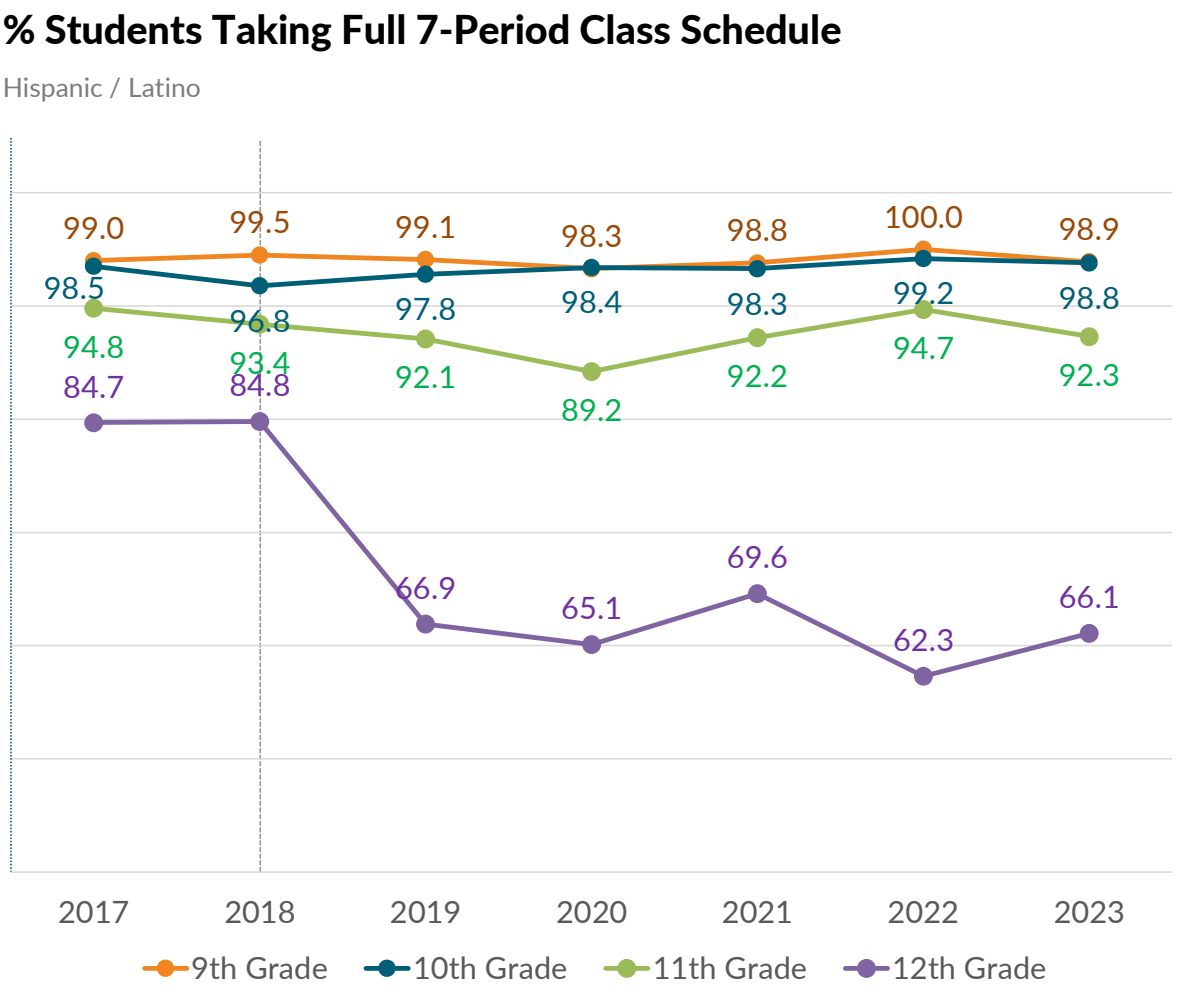
% Students Taking Full 7-Period Class Schedule

Black / African American



7-Class Schedule

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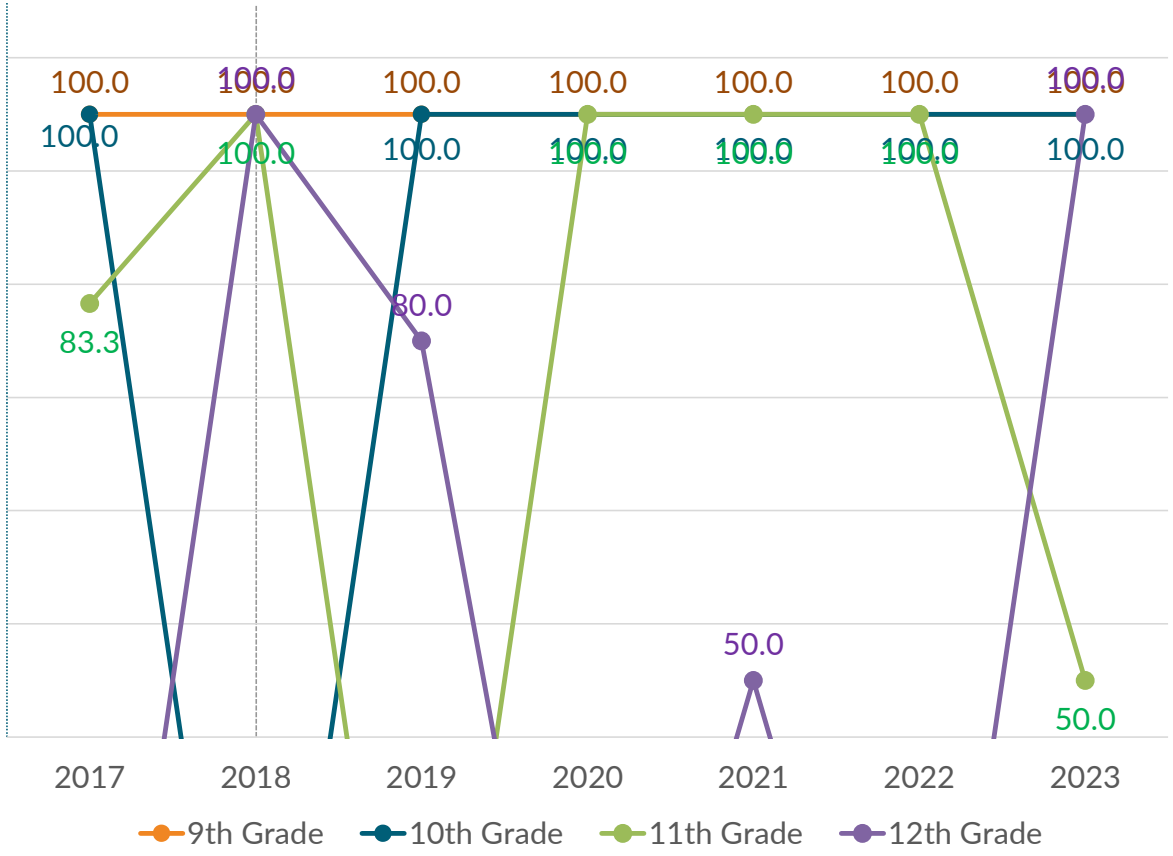


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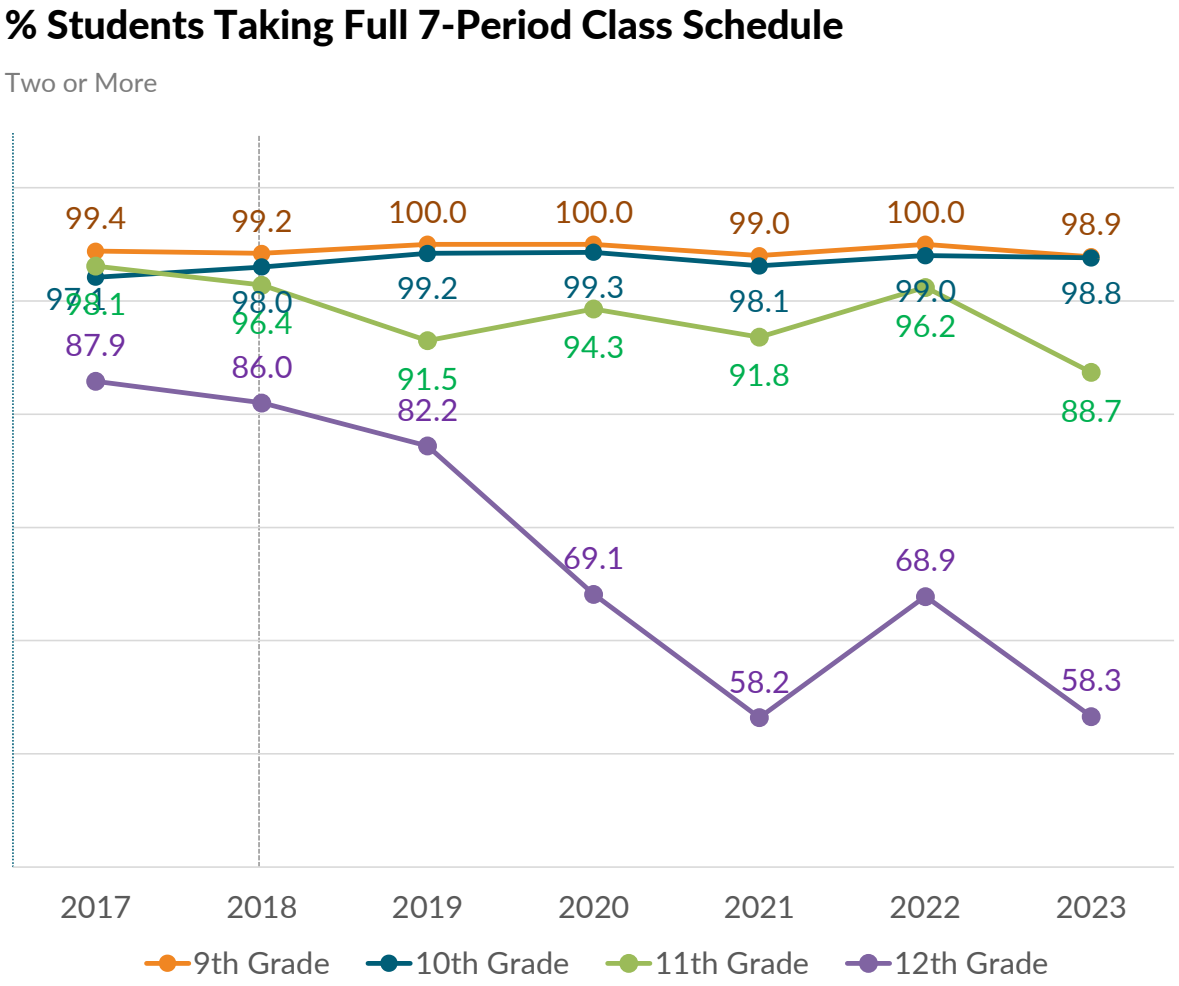
% Students Taking Full 7-Period Class Schedule

Native Hawaiian / Pacific Islander



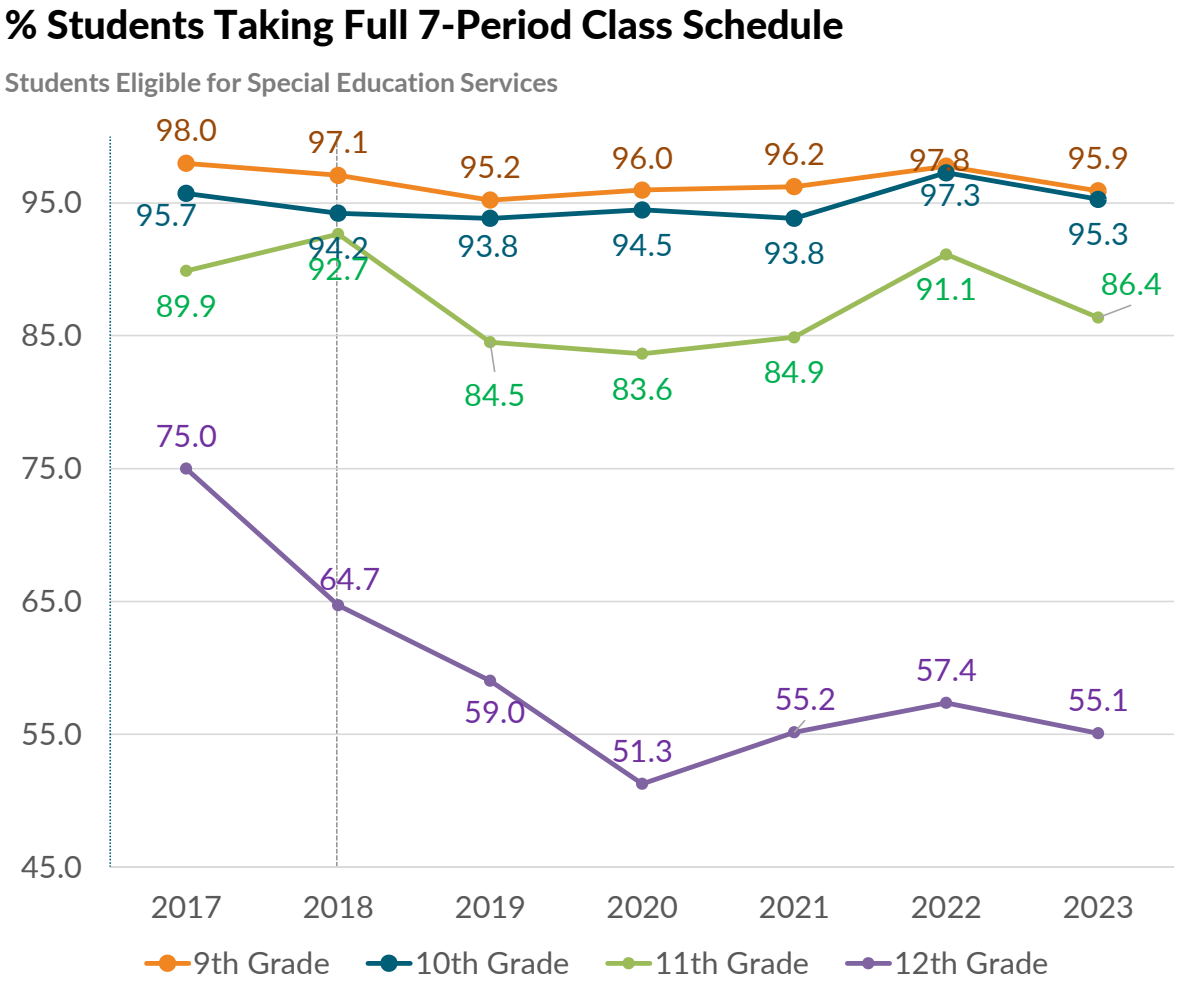
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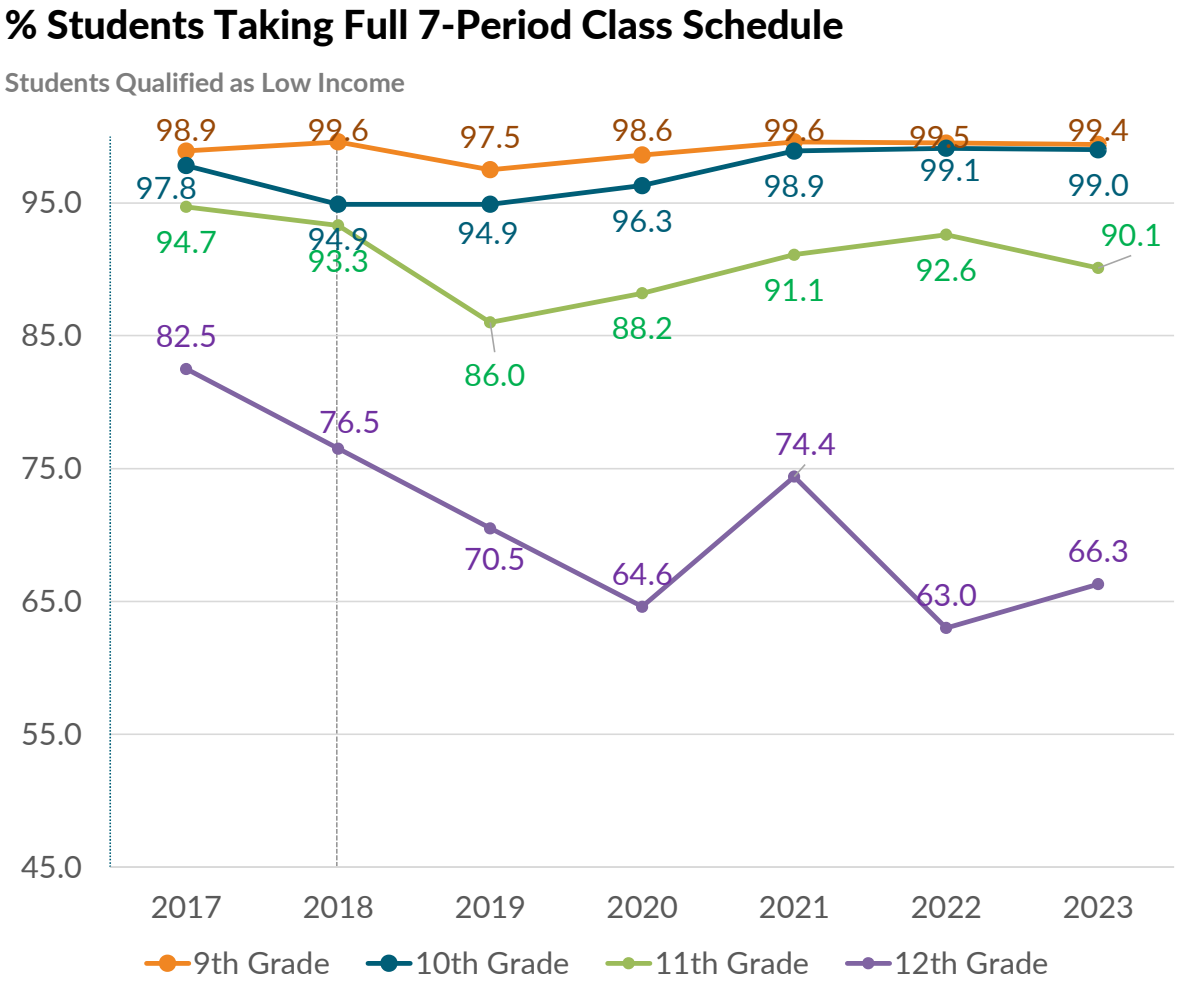
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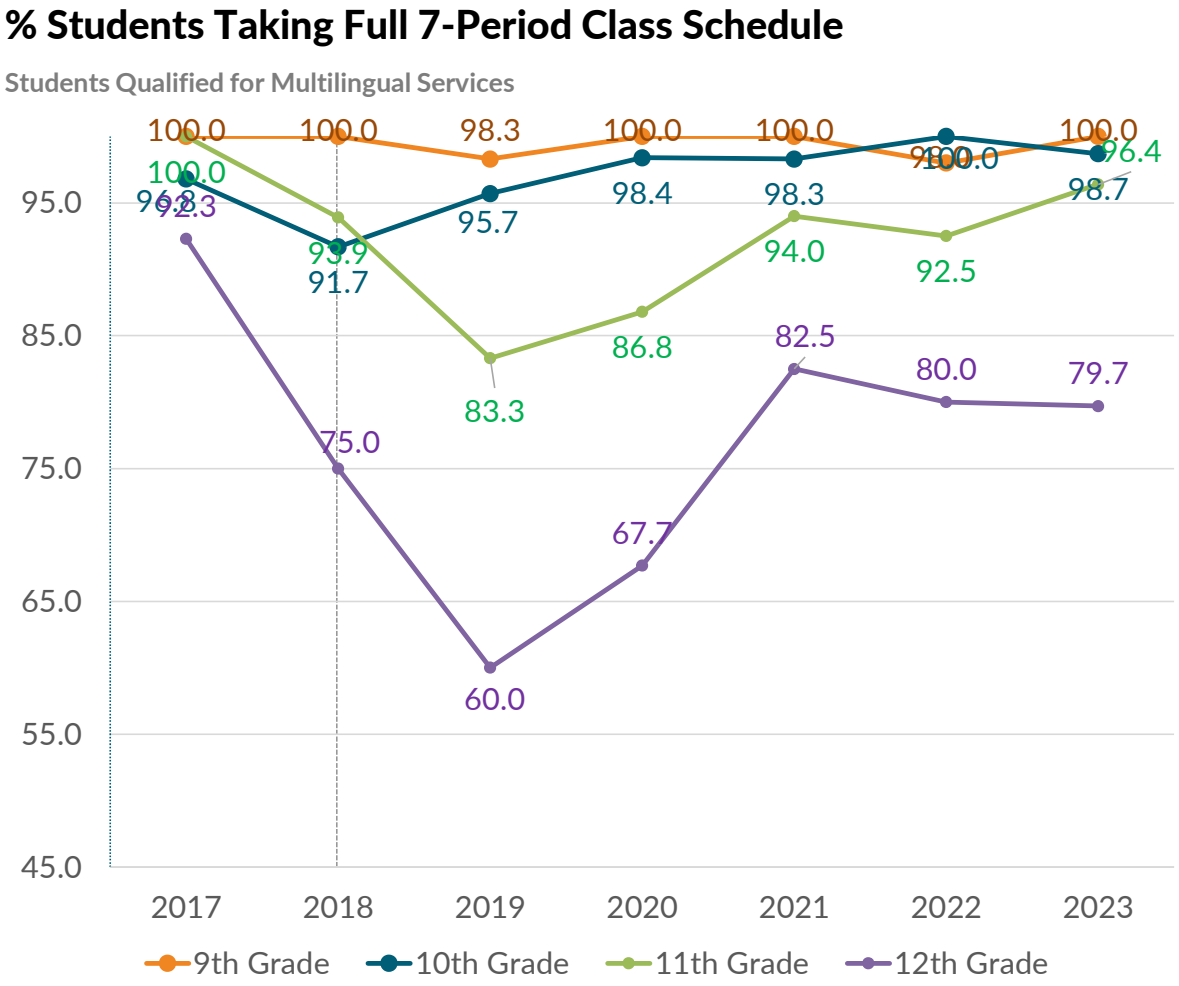
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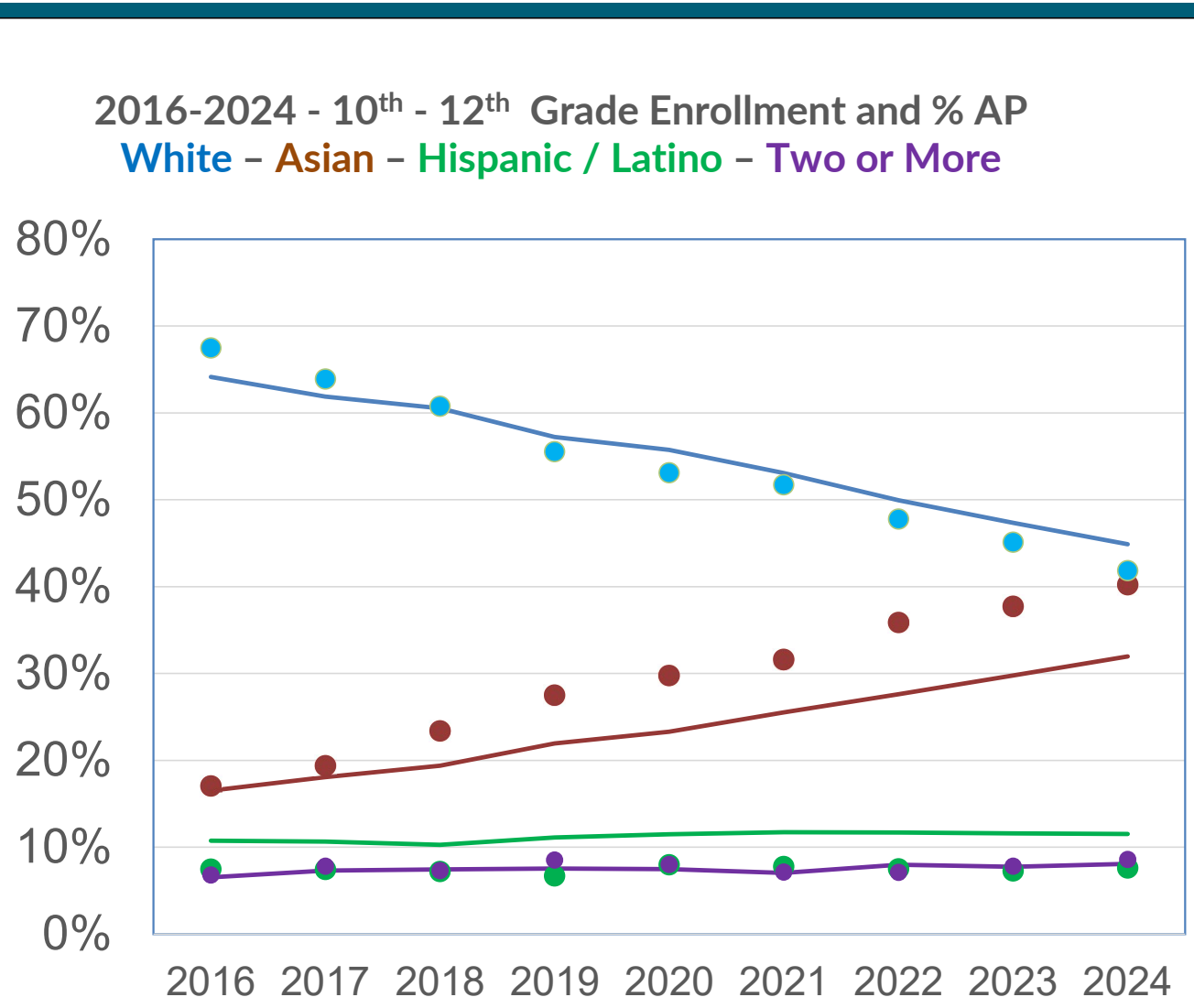
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7-Class Schedule

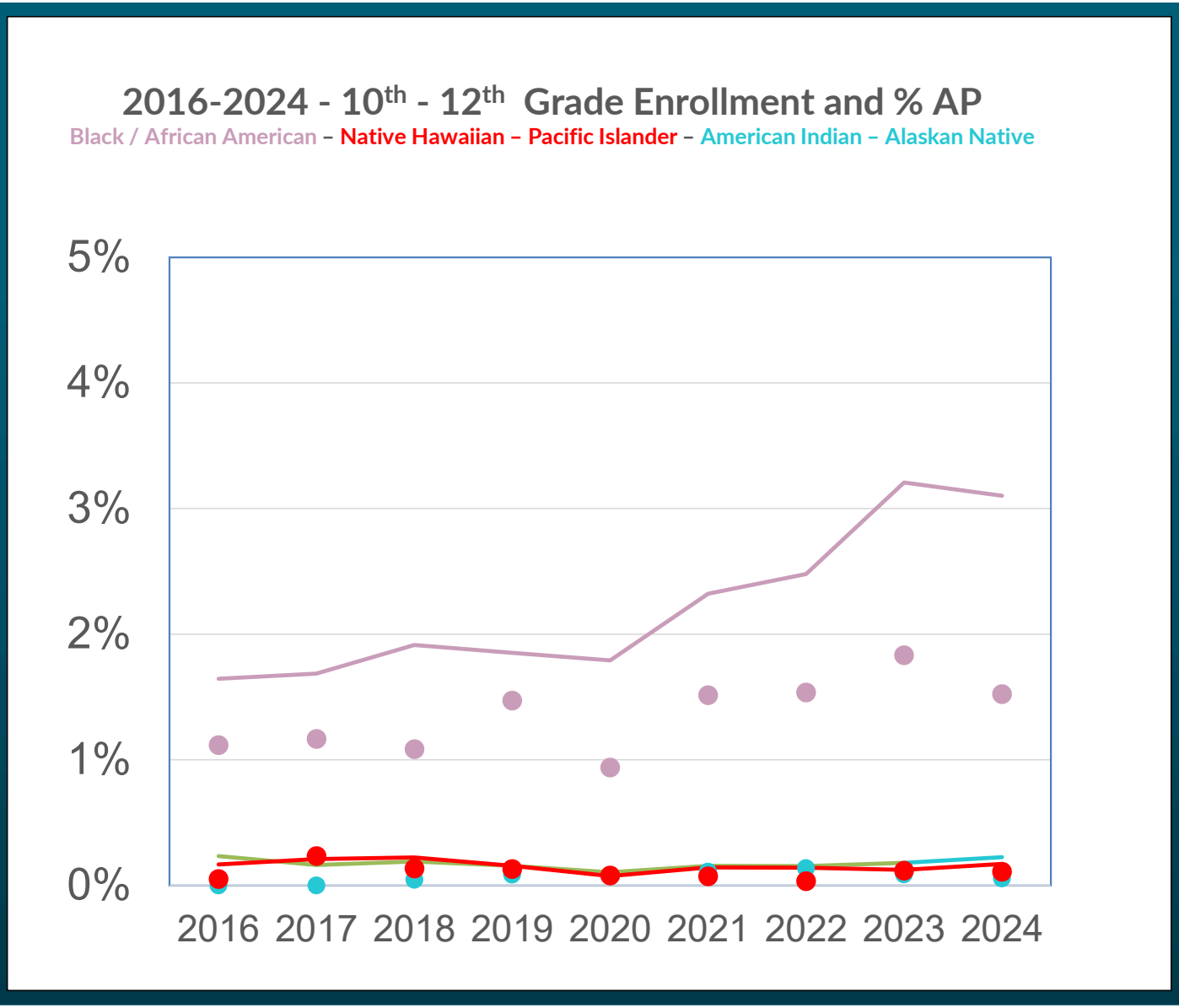
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- RHS – JHS – EHS - LWHS



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



Enrollment

- Grades 10,11,12
- 2016 – 2024 (school years)
- RHS, JHS, LWHS, EHS
- 2018-2019 7-Classes

Black / African American
Native Hawaiin - Pacific Islander
American Indian - Alaskan Native

In Table Groups

1. More opportunity to explore through electives.
2. More opportunity to focus through electives
3. More opportunity for credit retrieval
4. More options / fewer conflicts
5. ~~4 years of band/orchestra AND world language~~
6. More opportunity for intervention and support
7. More opportunity for access to rigorous coursework (AP, College in the High School, Tech Prep, CTE)
8. More opportunity to prepare for college, career, future

On Your Chart

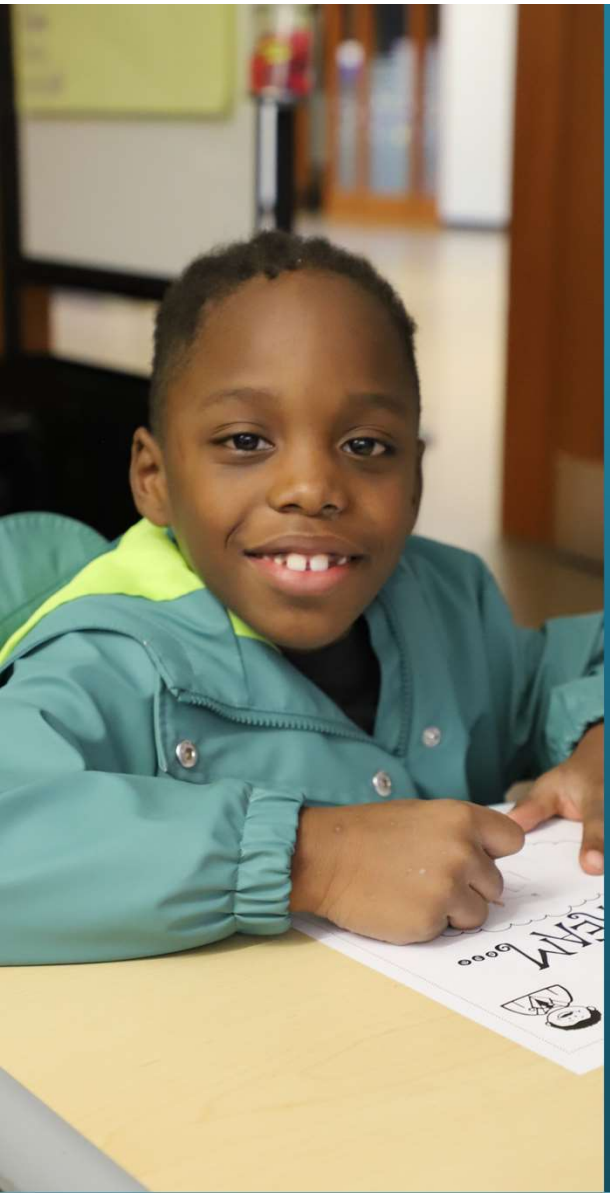
What can we say about the intended outcomes?

What do we notice are unintended impacts?

What additional questions / data sources should we examine to further understand?

- Cite evidence for your claims
- How does it contribute to our understanding of the 7-period day impacts?
- Why is it important? How is it connected?


Share Out
15
12
11
10



Next Meeting: January 25 – Resource Center

- Additional Data Sets
- Compiled and prioritized interests
- Perceptual survey and community engagement

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.

Group 1

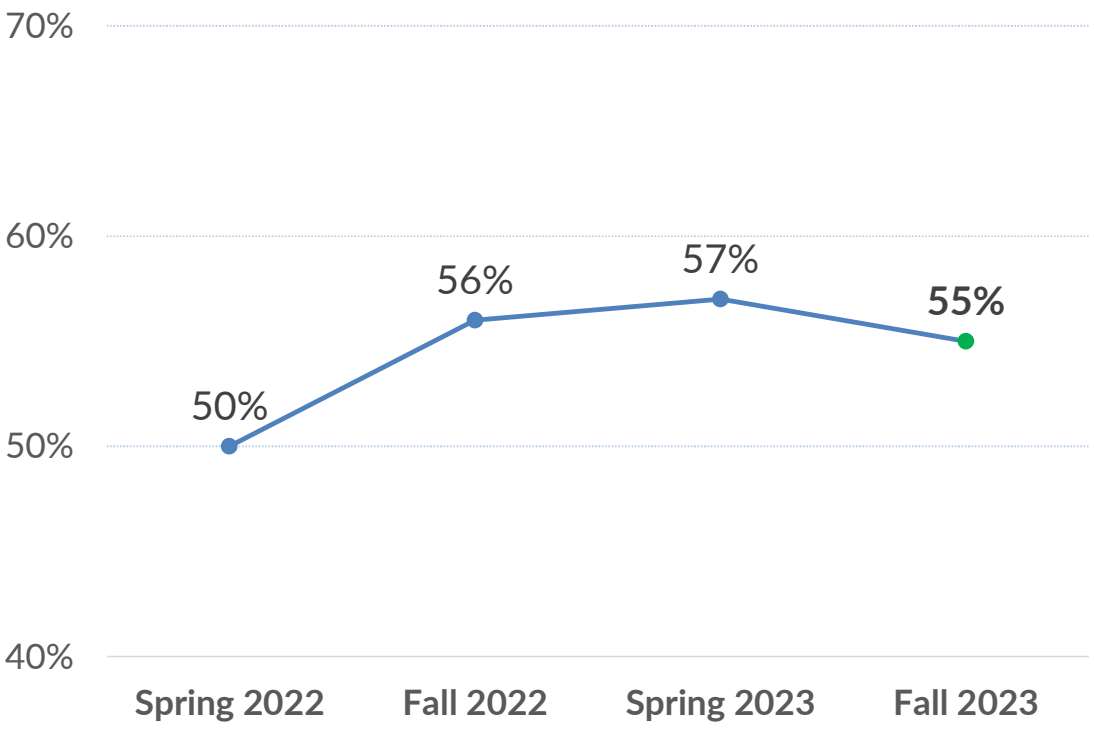
Self Efficacy

Self-Efficacy Over Time

Based on **12,454** responses

How much student believe they can succeed in achieving academic outcomes

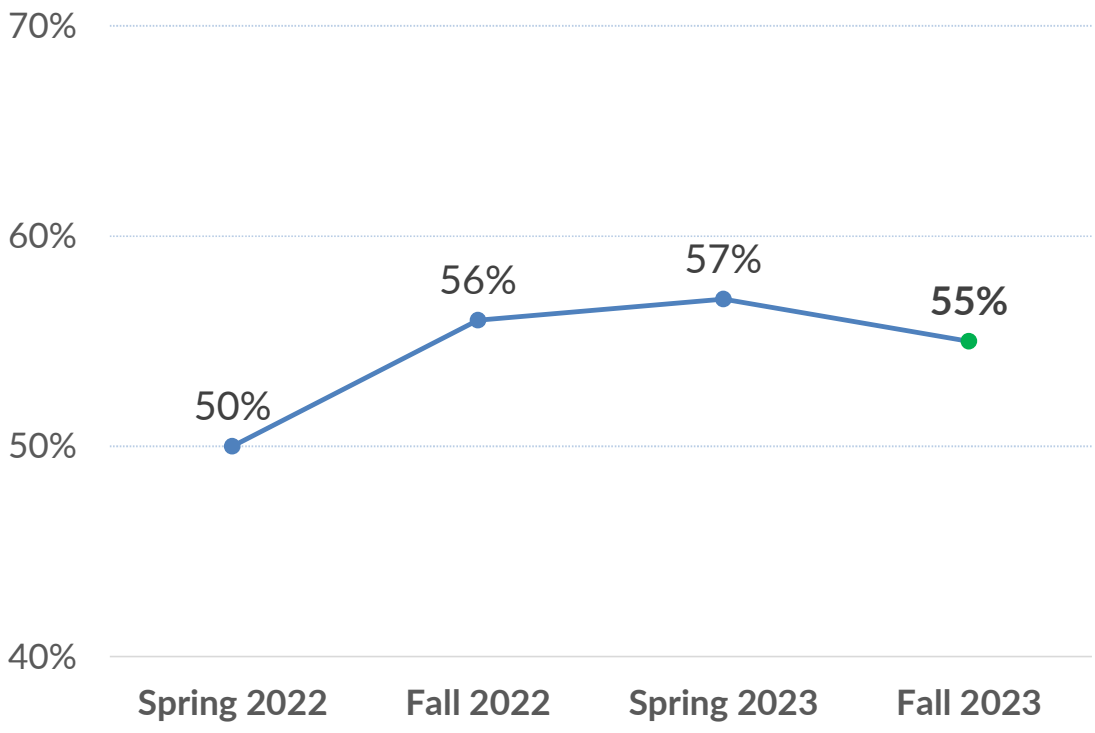
How have results changed over time?



Panorama

- 6-12 students reporting they can succeed in achieving academic outcomes.

10-12 Enrollment Over Time



Panorama

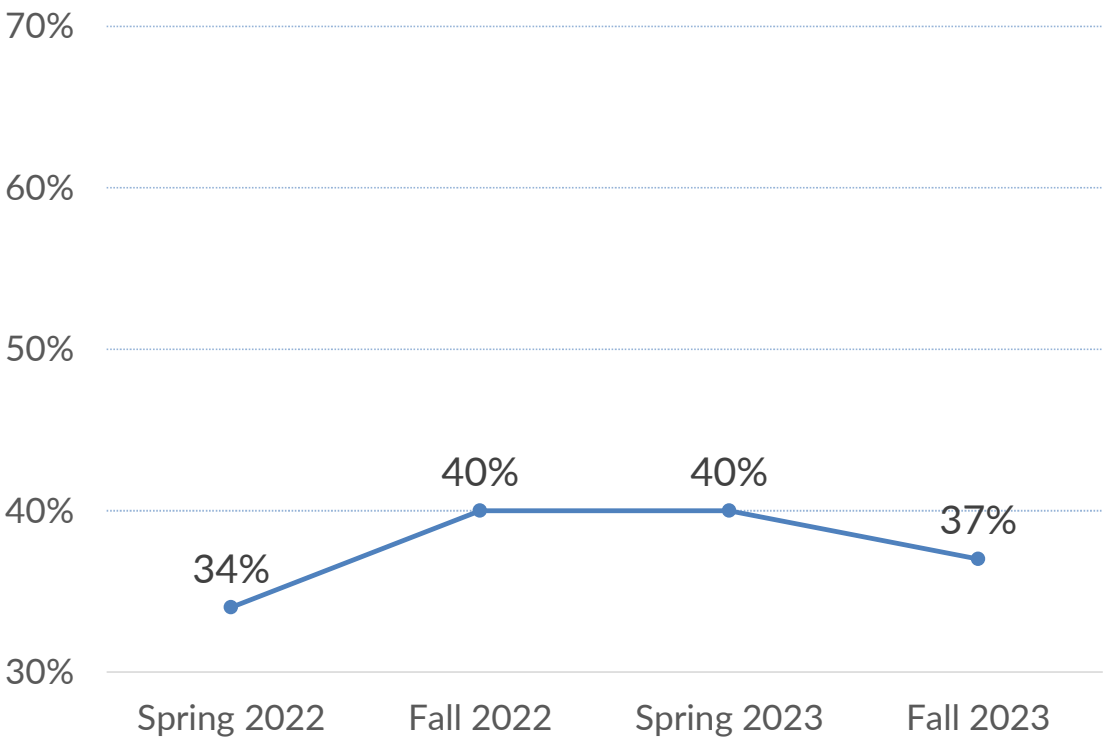
- 6-12 students reporting they can succeed in achieving academic outcomes.

Self-Efficacy Over Time – Low Income

Based on **12,454** responses

How much student believe they can succeed in achieving academic outcomes

How have results changed over time?



Panorama

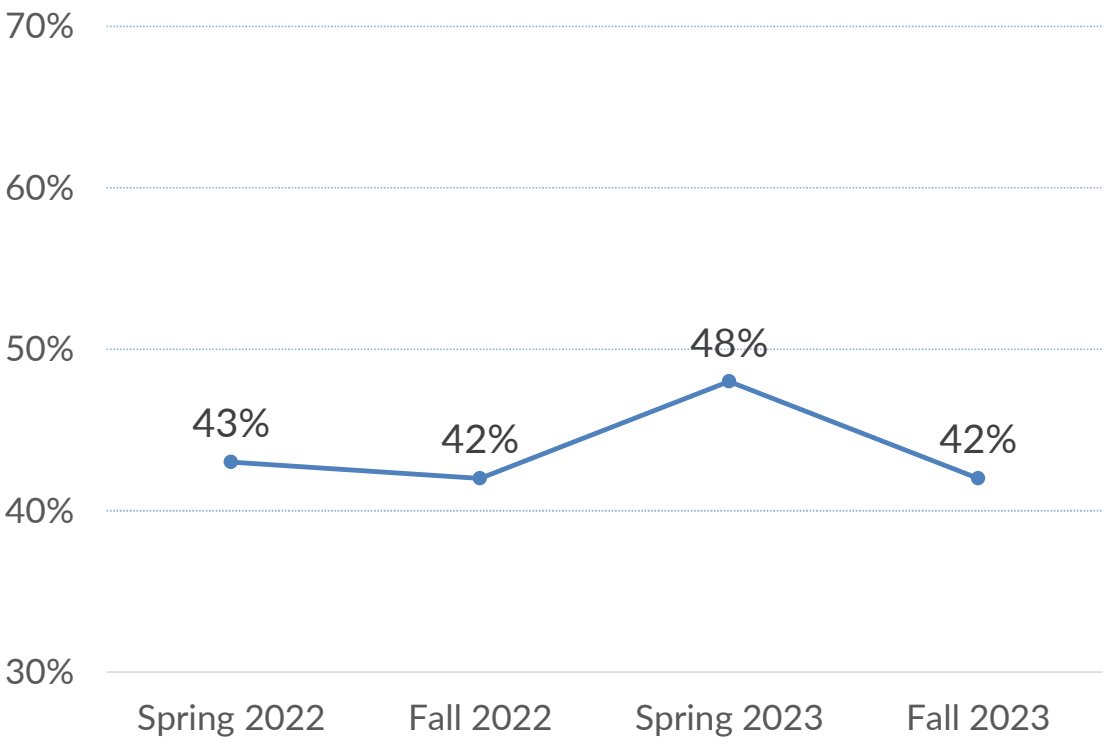
- Students who qualify for Multilingual services
- 6-12 students reporting they can succeed in achieving academic outcomes.

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?



Panorama

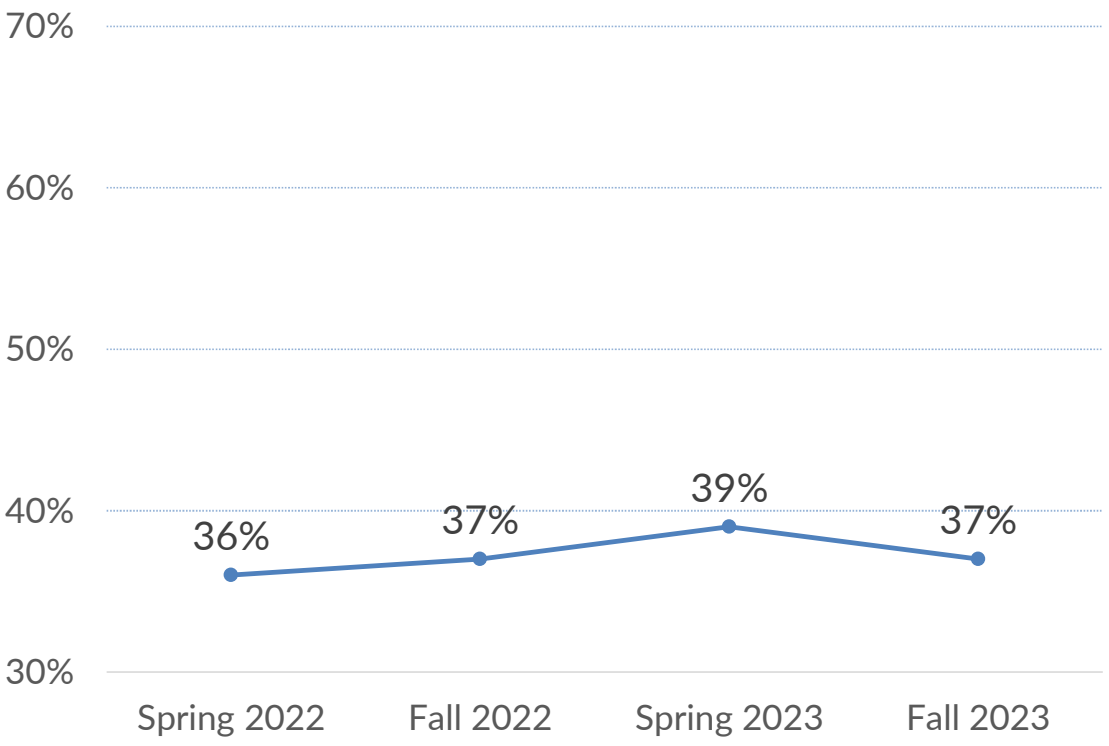
- Students who qualify for Multilingual services
- 6-12 students reporting they can succeed in achieving academic outcomes.

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?



Panorama

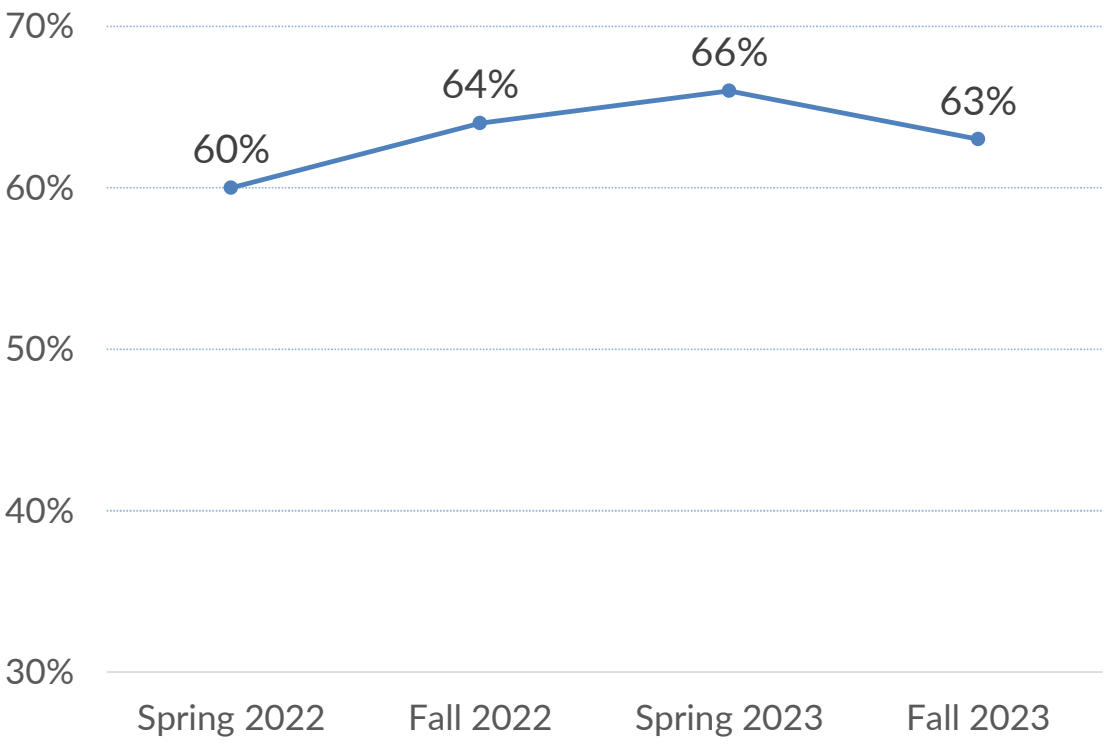
- Students who qualify for Special Education services
- 6-12 students reporting they can succeed in achieving academic outcomes.

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?



Panorama

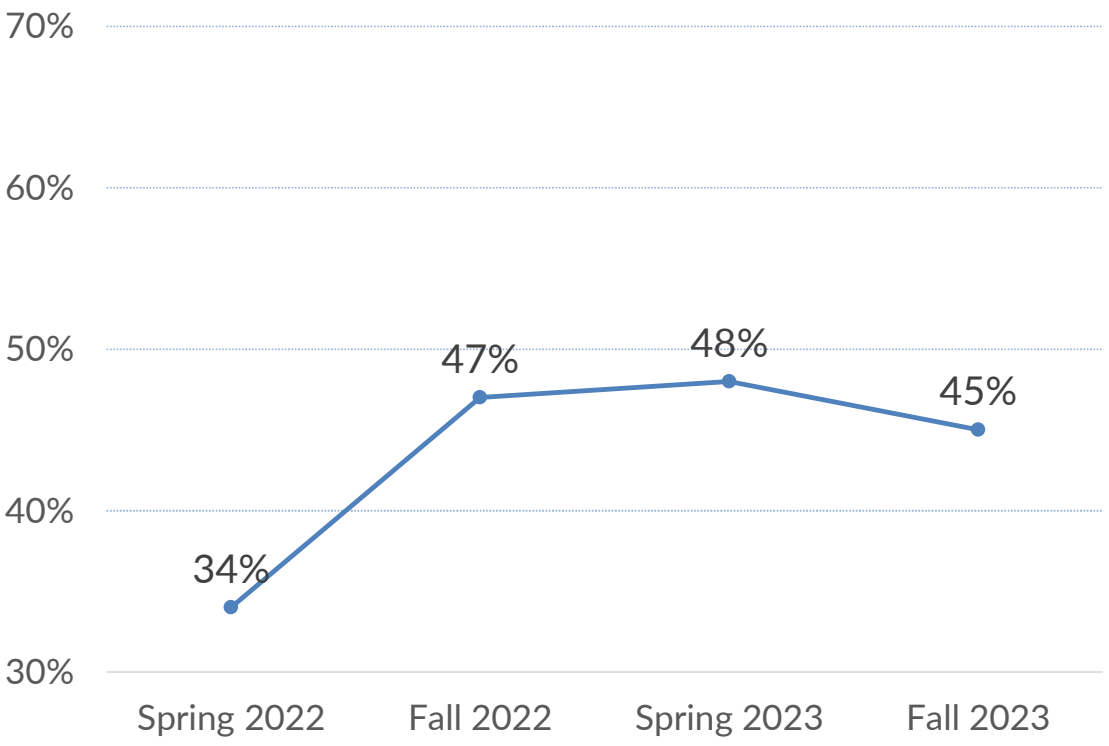
- Students who identify as Asian
- 6-12 students reporting they can succeed in achieving academic outcomes.

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?



Panorama

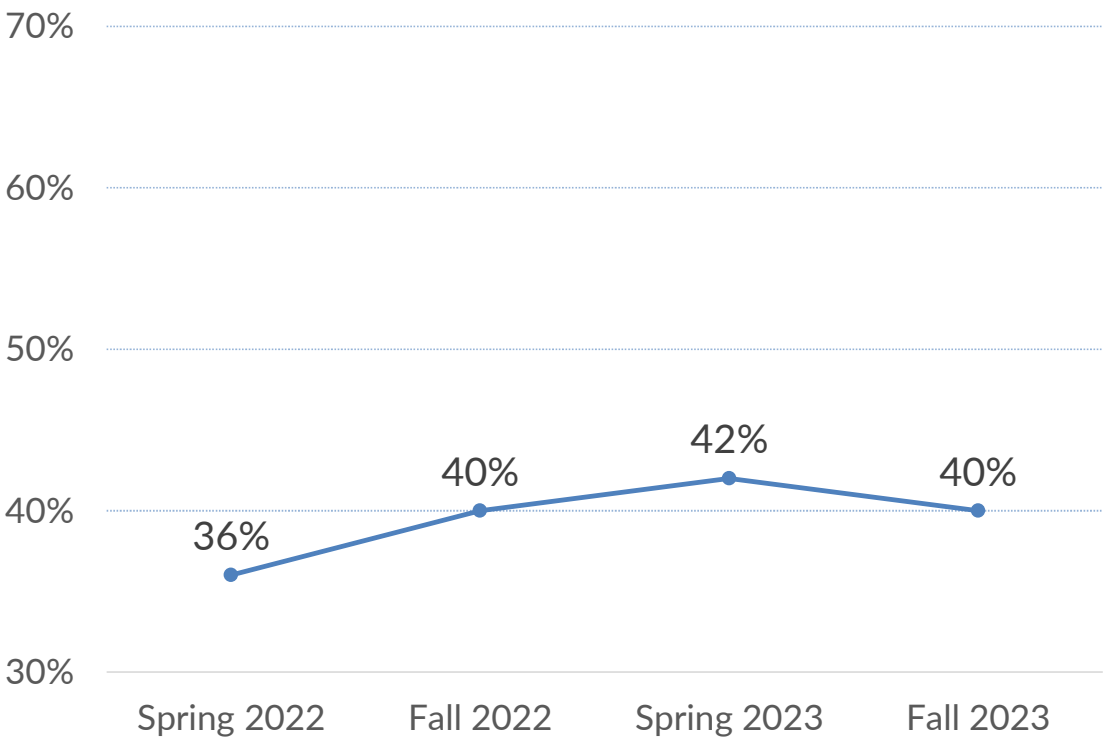
- Students who identify as Black / African American
- 6-12 students reporting they can succeed in achieving academic outcomes.

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?



Panorama

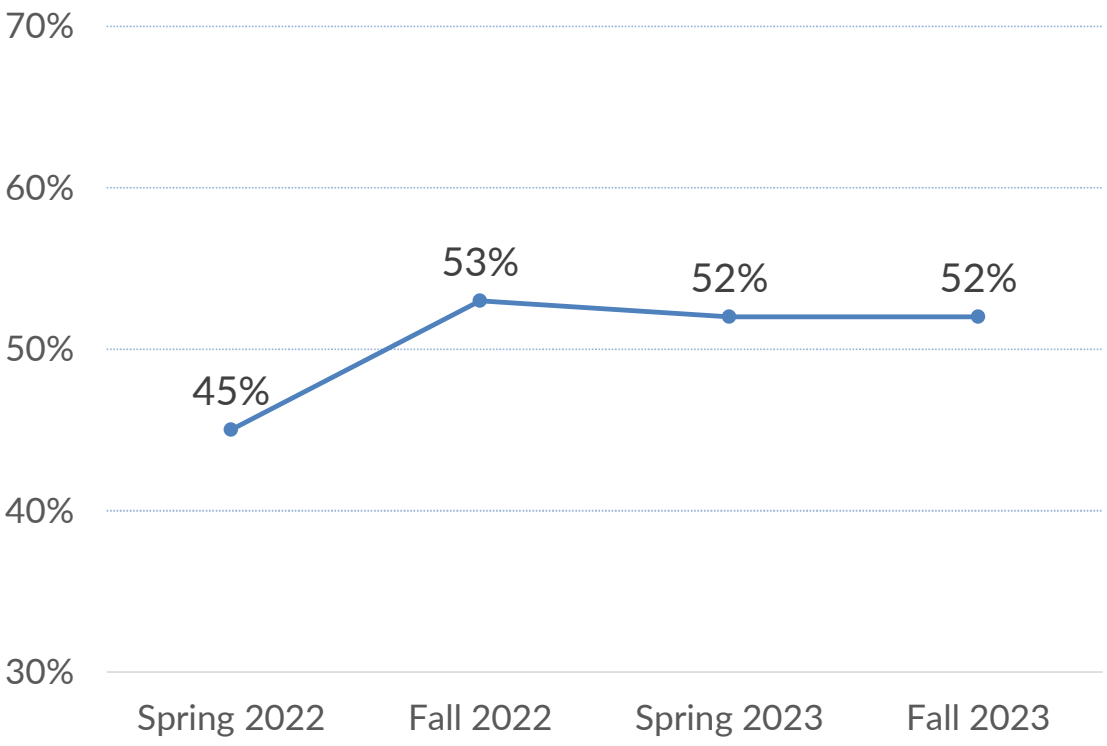
- Students who identify as Hispanic / Latino
- 6-12 students reporting they can succeed in achieving academic outcomes.

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?



Panorama

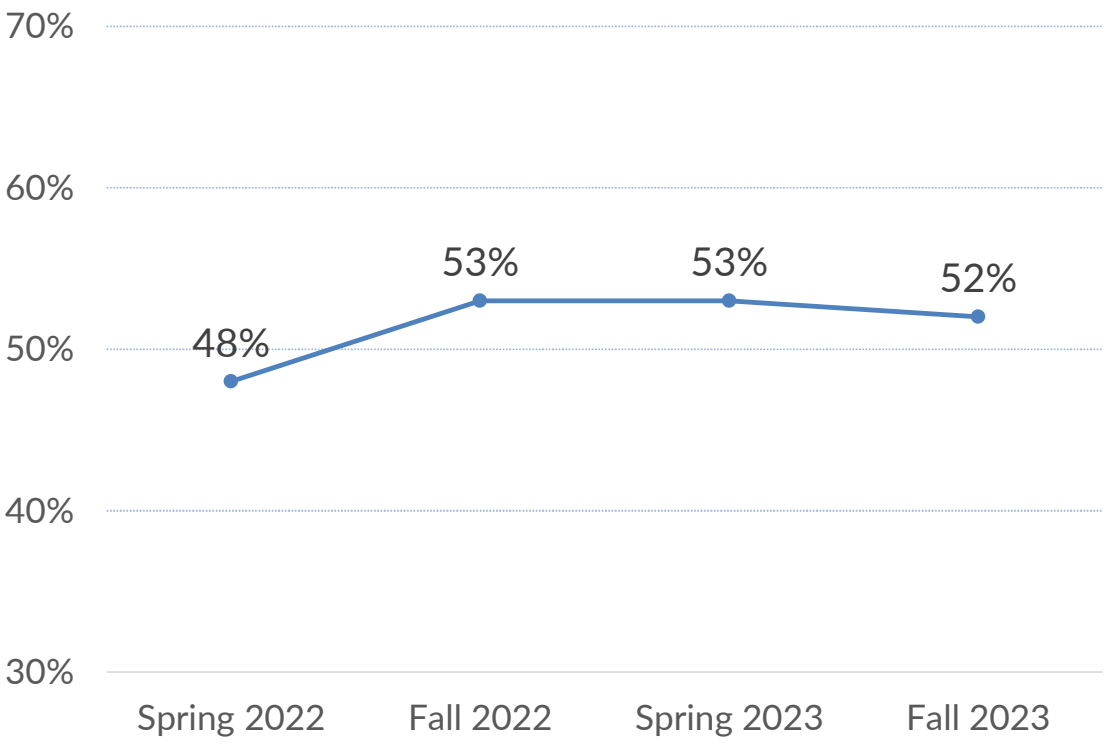
- Students who identify as Two or More Races
- 6-12 students reporting they can succeed in achieving academic outcomes.

Self-Efficacy Over Time – White

Based on **12,454** responses

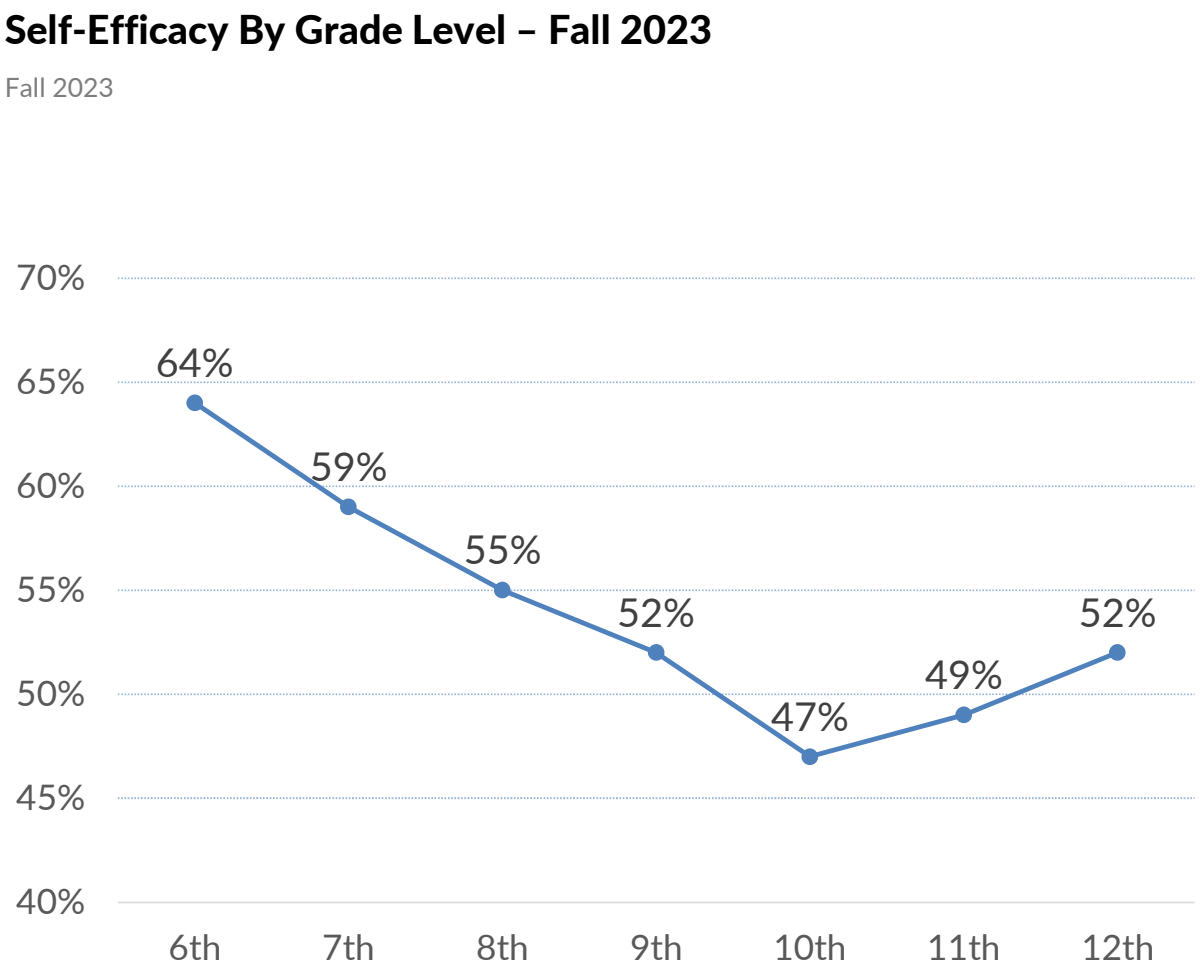
How much student believe they can succeed in achieving academic outcomes

How have results changed over time?



Panorama

- Students who identify as White
- 6-12 students reporting they can succeed in achieving academic outcomes.



Panorama

- 6-12 students reporting they can succeed in achieving academic outcomes.

Group 2

Electives - Music

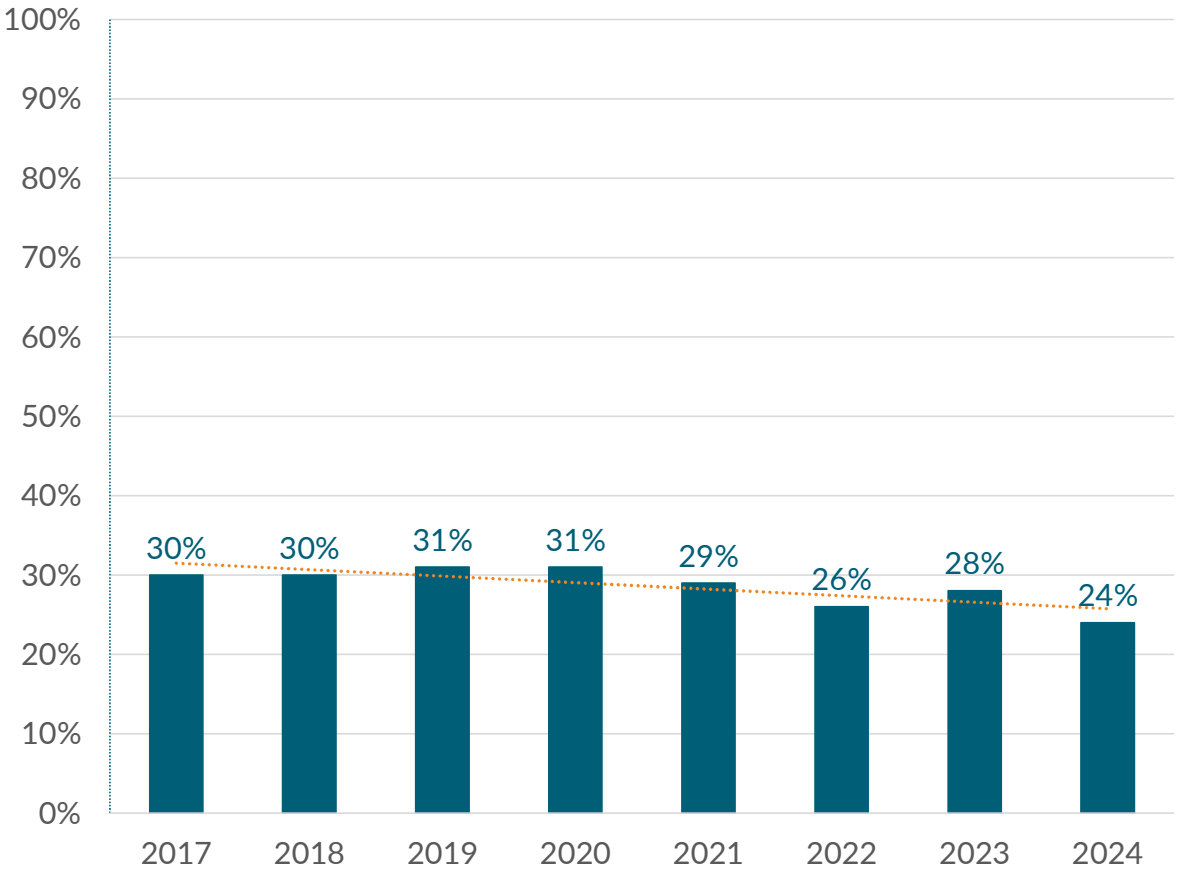
Percent of **Grade 9-11** Students Taking at Least 1 Music Course

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

Percent of Students Grades 9-11 Taking Music Course

9th grade continuously enrolled cohorts

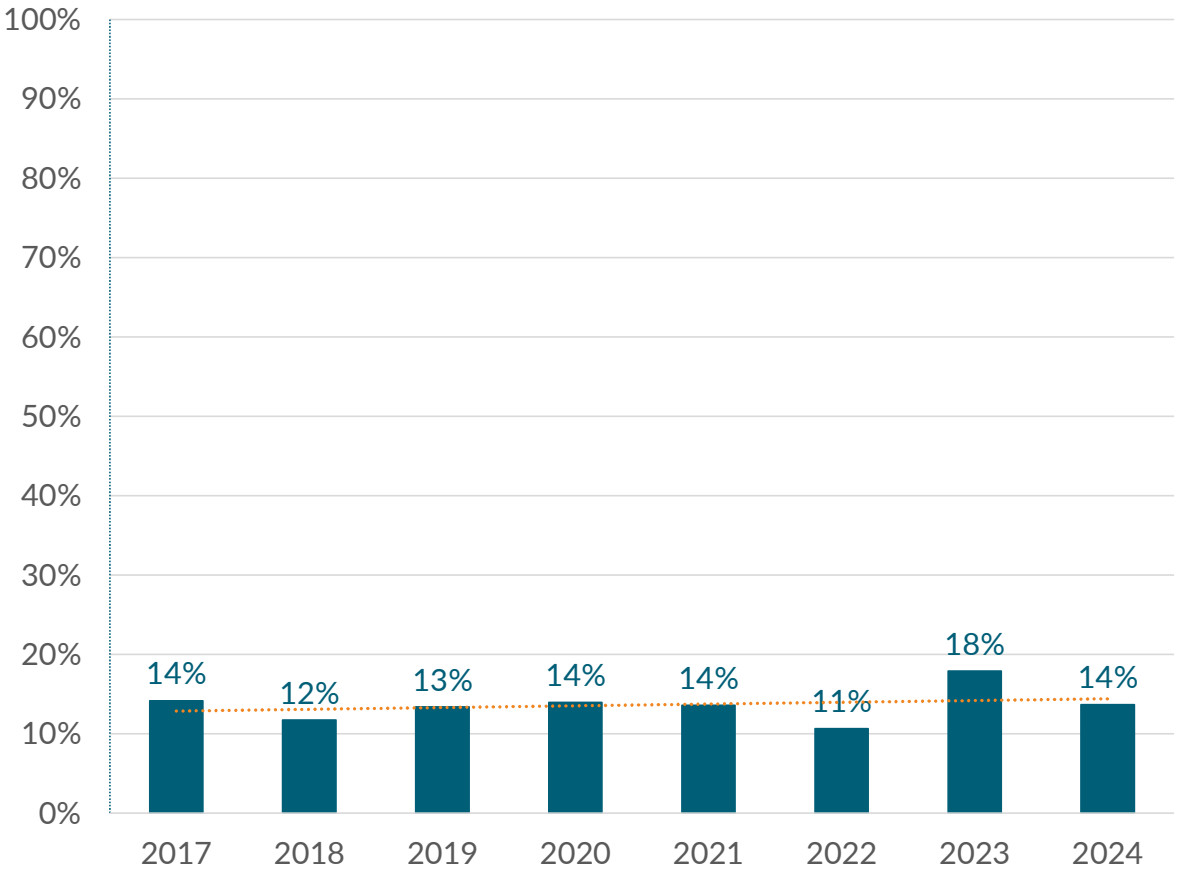


Business Rules

- 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

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

9th grade continuously enrolled cohorts

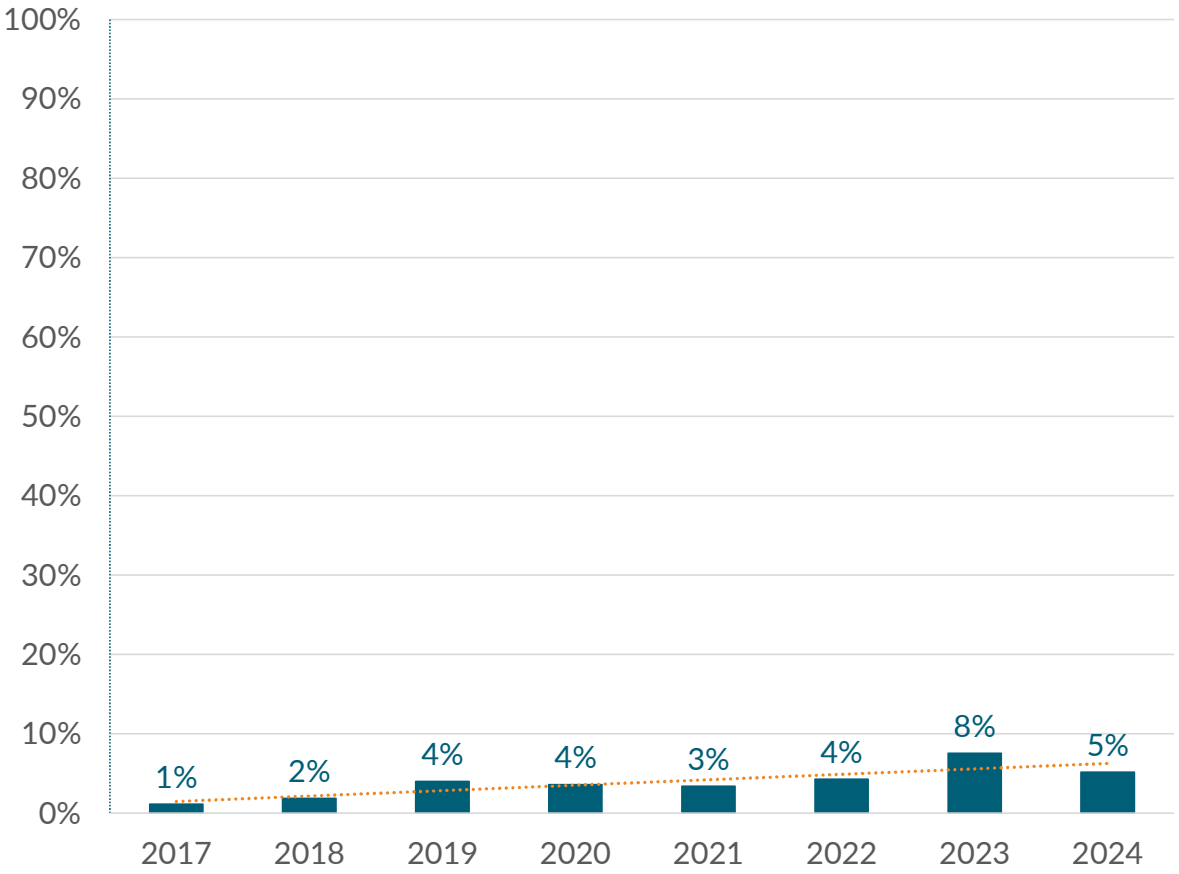


Business Rules

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

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

9th grade continuously enrolled cohorts

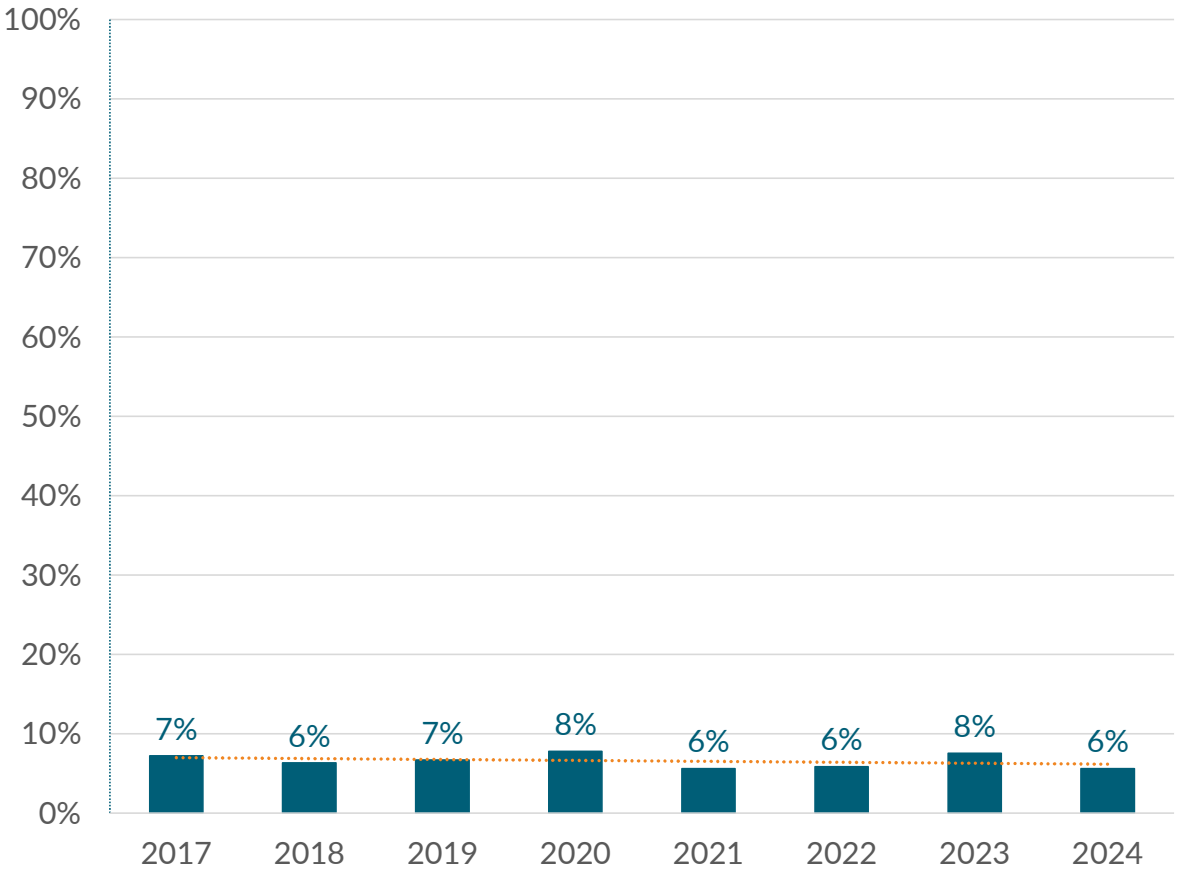


Business Rules

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

Percent of Students Grades 9-11 Taking Music Course – Special Education

9th grade continuously enrolled cohorts

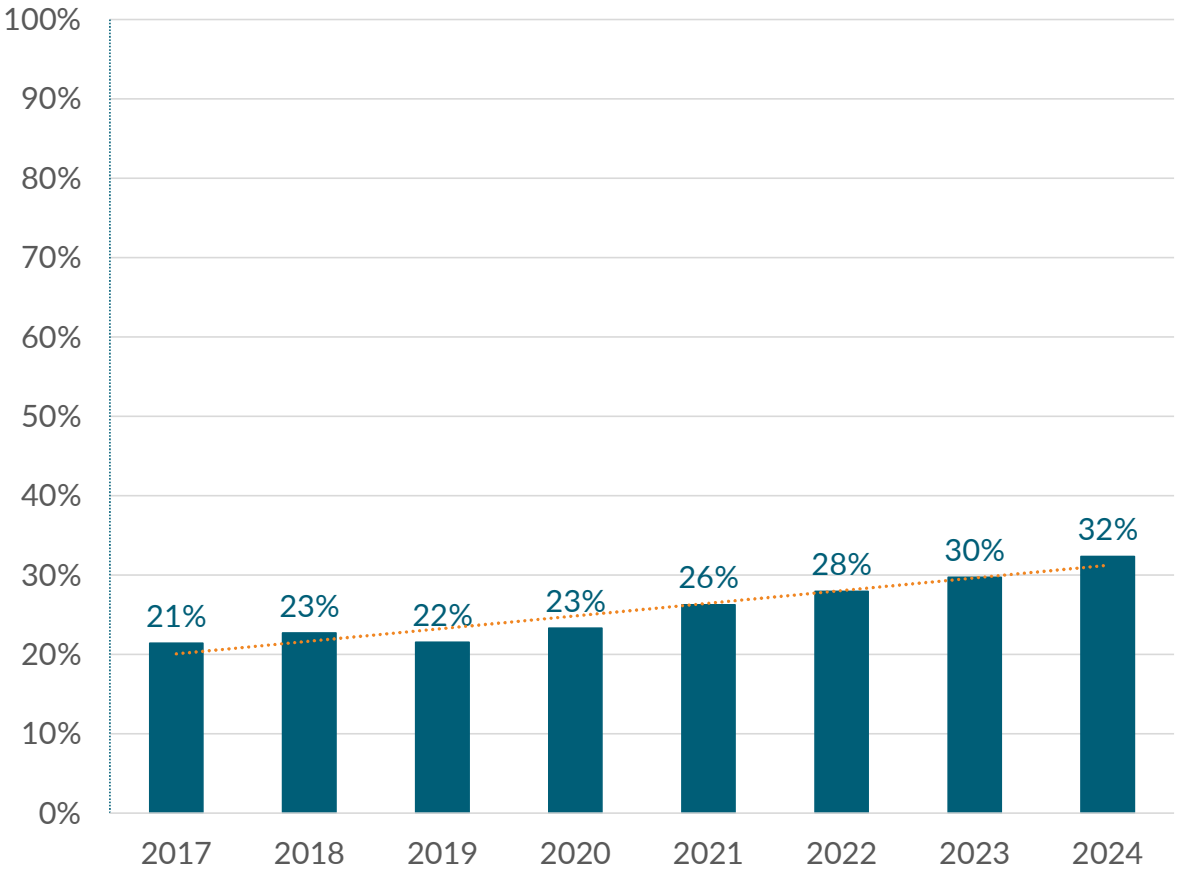


Business Rules

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

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

9th grade continuously enrolled cohorts

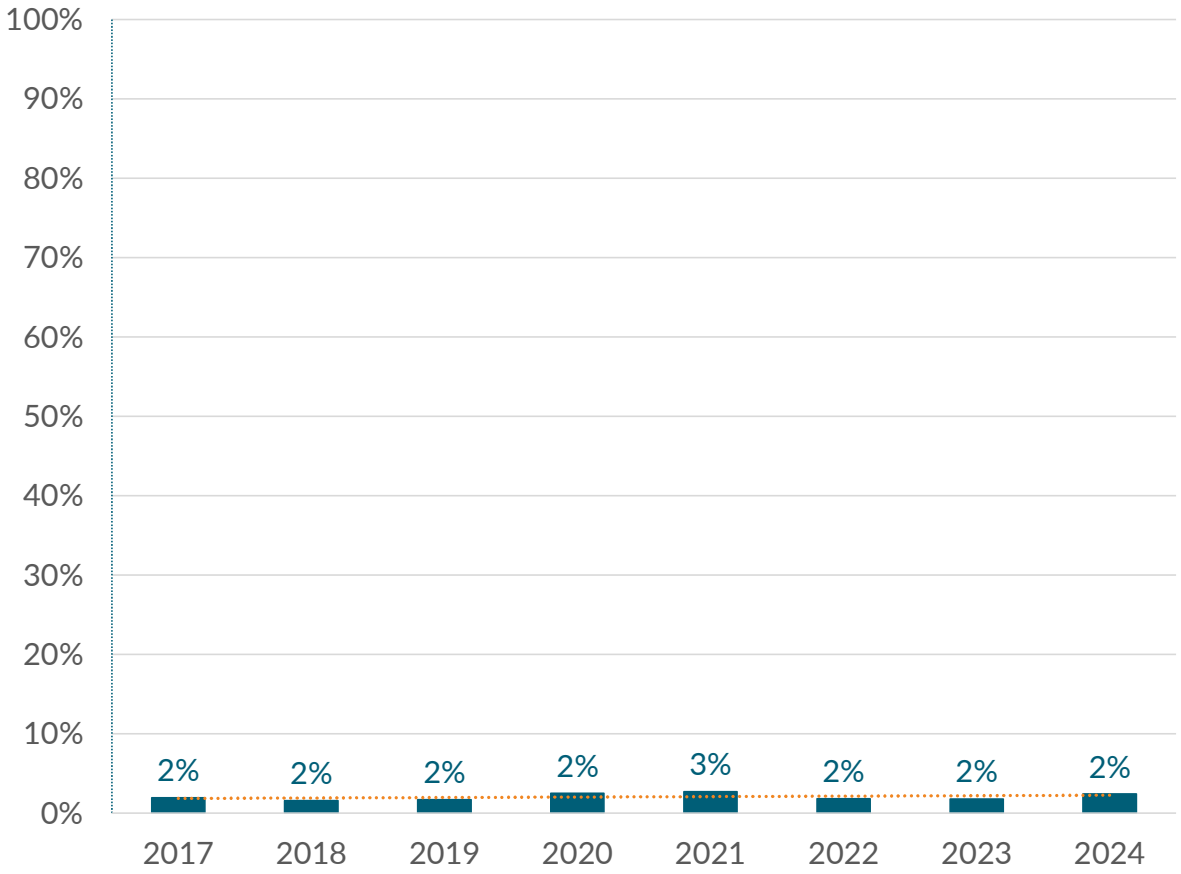


Business Rules

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

% of Students Grades 9-11 Music Course – Black / African American

9th grade continuously enrolled cohorts

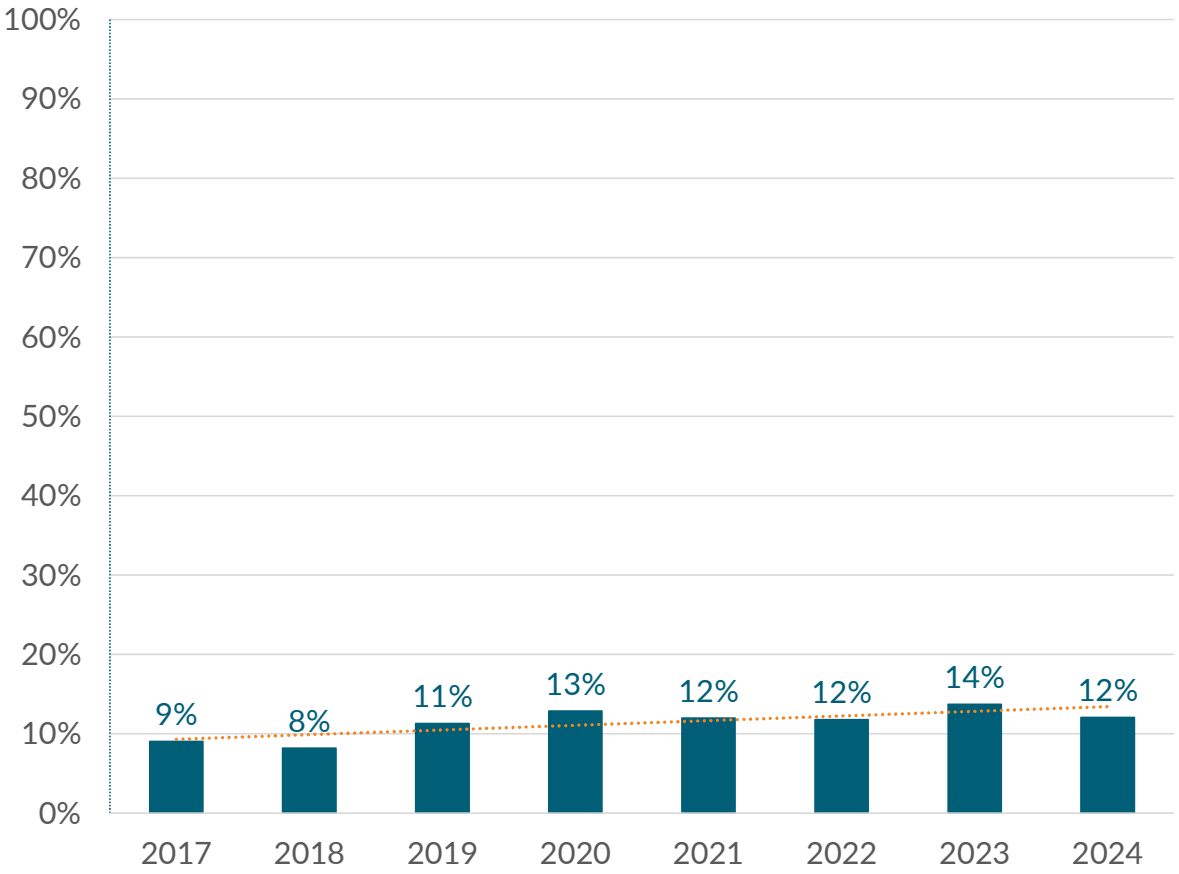


Business Rules

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

Percent of Students Grades 9-11 Taking Music Course – Hispanic / Latino

9th grade continuously enrolled cohorts

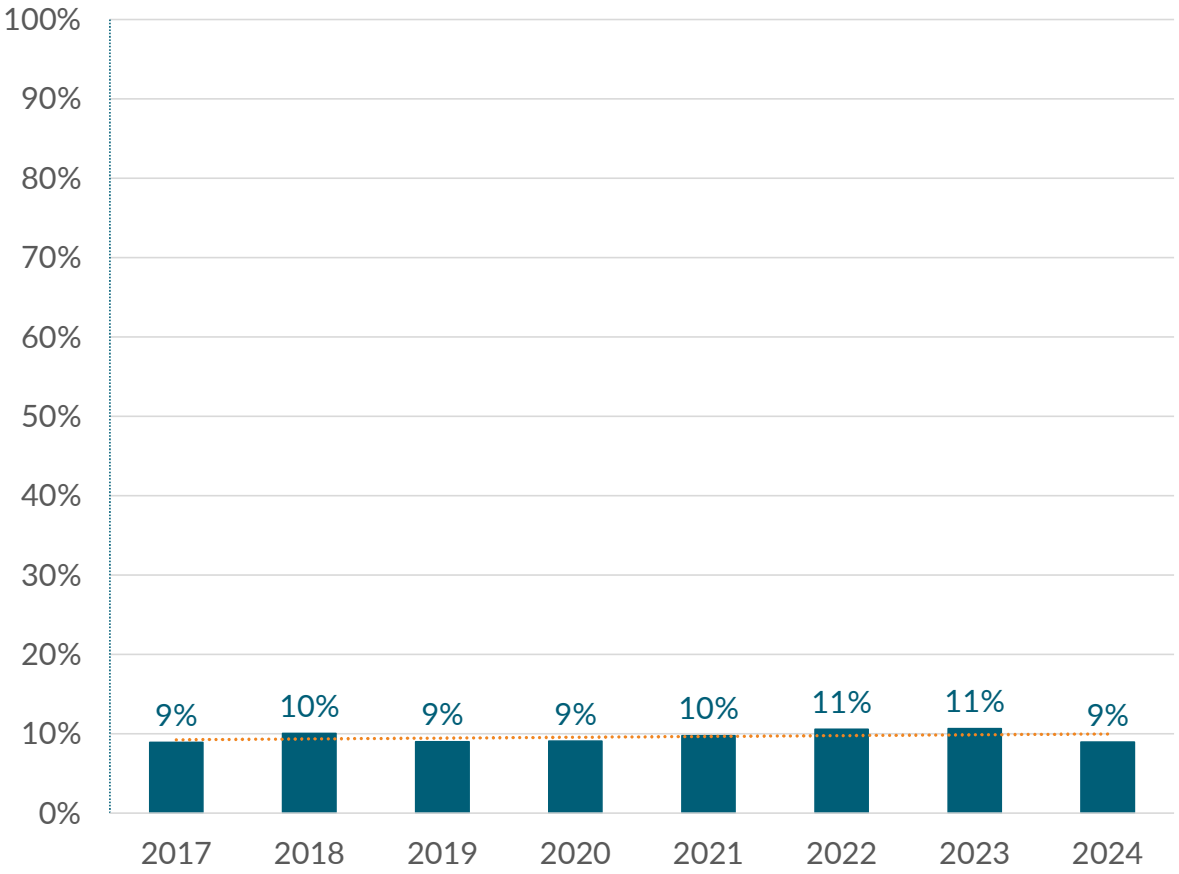


Business Rules

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

Percent of Students Grades 9-11 Taking Music Course – Two or More

9th grade continuously enrolled cohorts

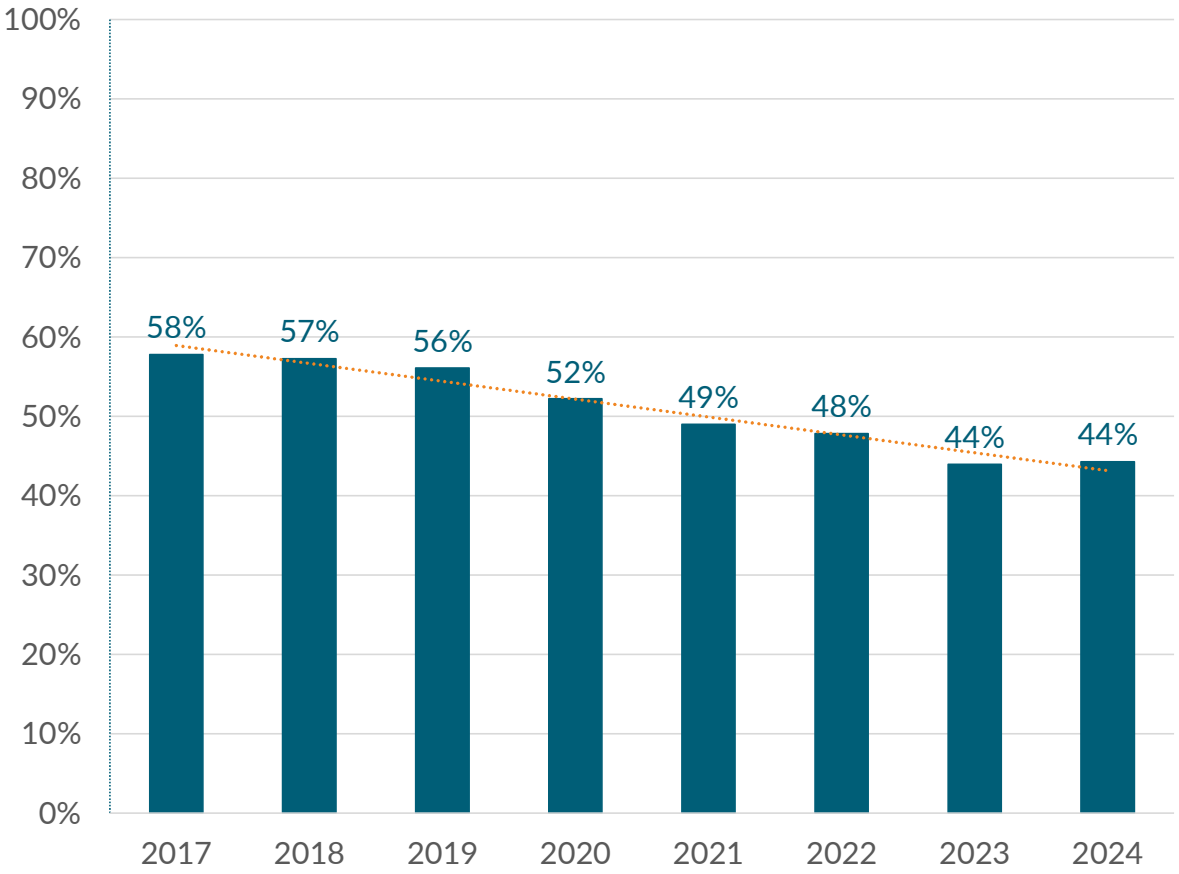


Business Rules

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

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

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

Group 3

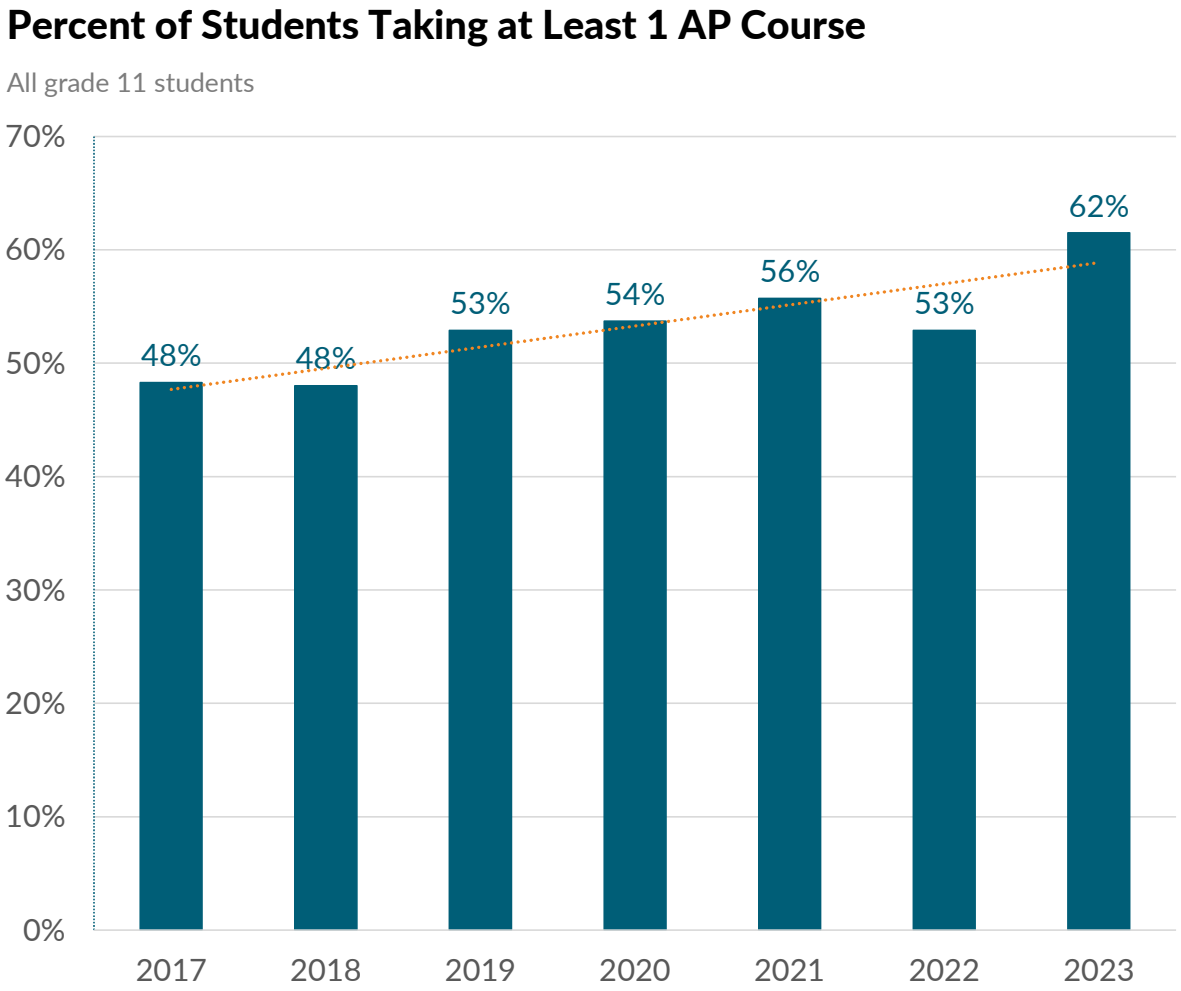
Increase Access to Rigorous Course Work – ≥ 1 AP Course 11th / 12th Grade

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

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

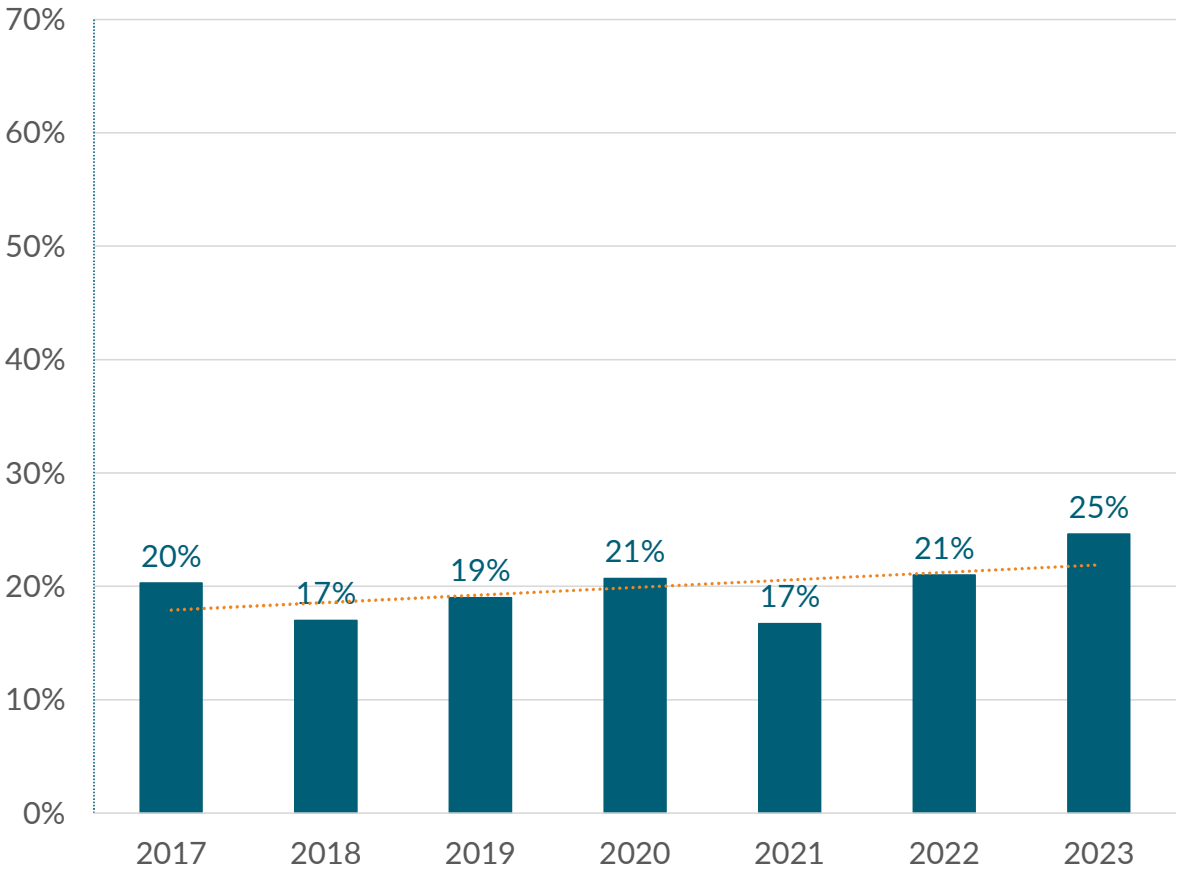


Grade 11

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

Percent of Students Low Income Taking at Least 1 AP Course

Students whose family qualifies as low income.

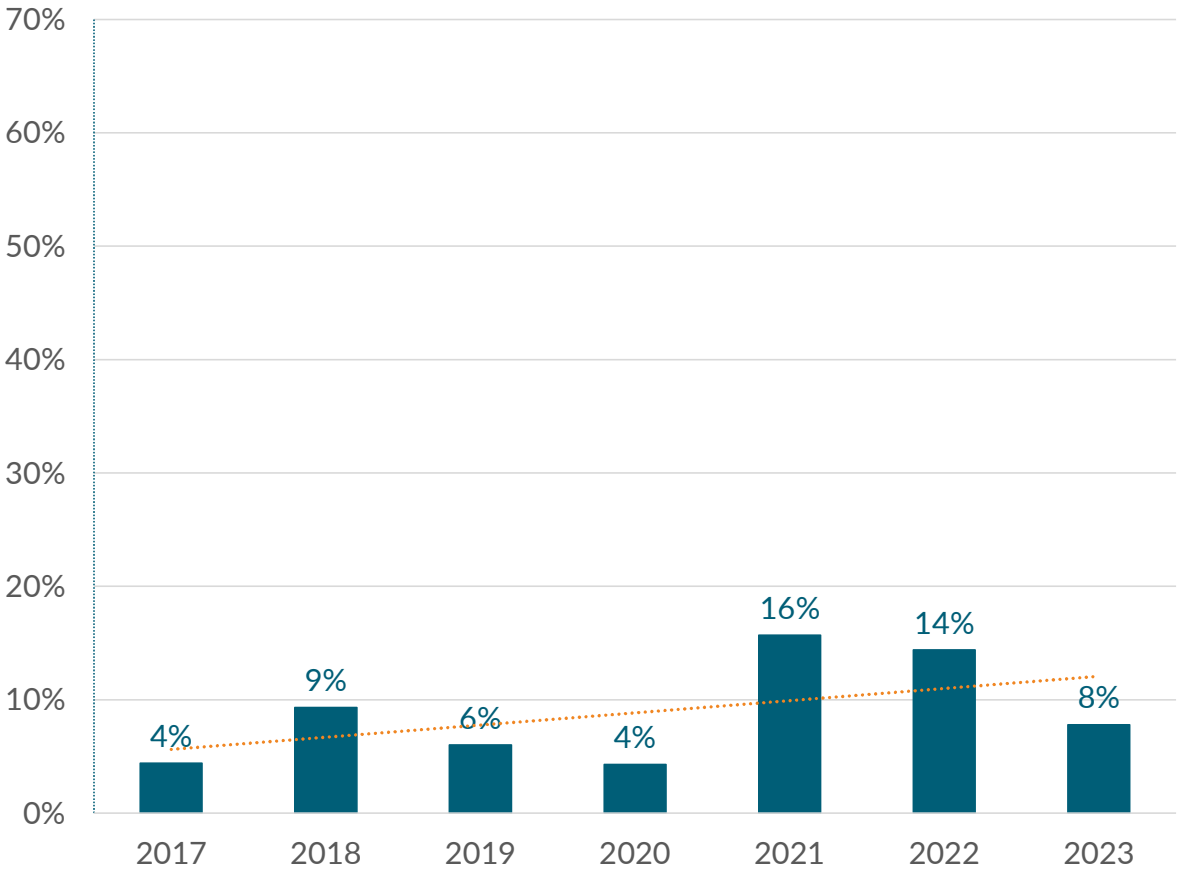


Grade 11

- Low income
- Comprehensive high schools
- Enrollment has increased over time

Percent of Students Multilingual Taking at Least 1 AP Course

Students who qualify for Multilingual services.

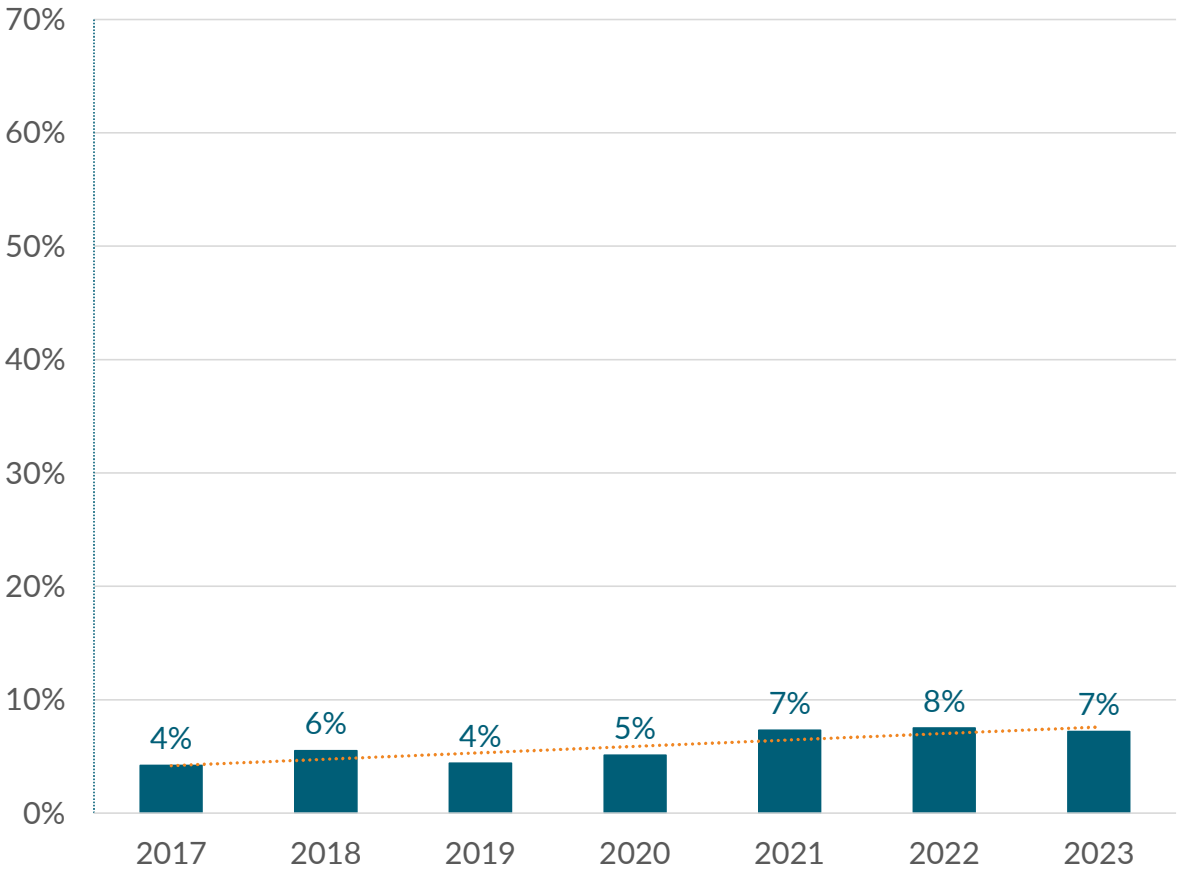


Grade 11

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

Percent of Students Special Education Taking at Least 1 AP Course

Students who qualify for Special Education services.

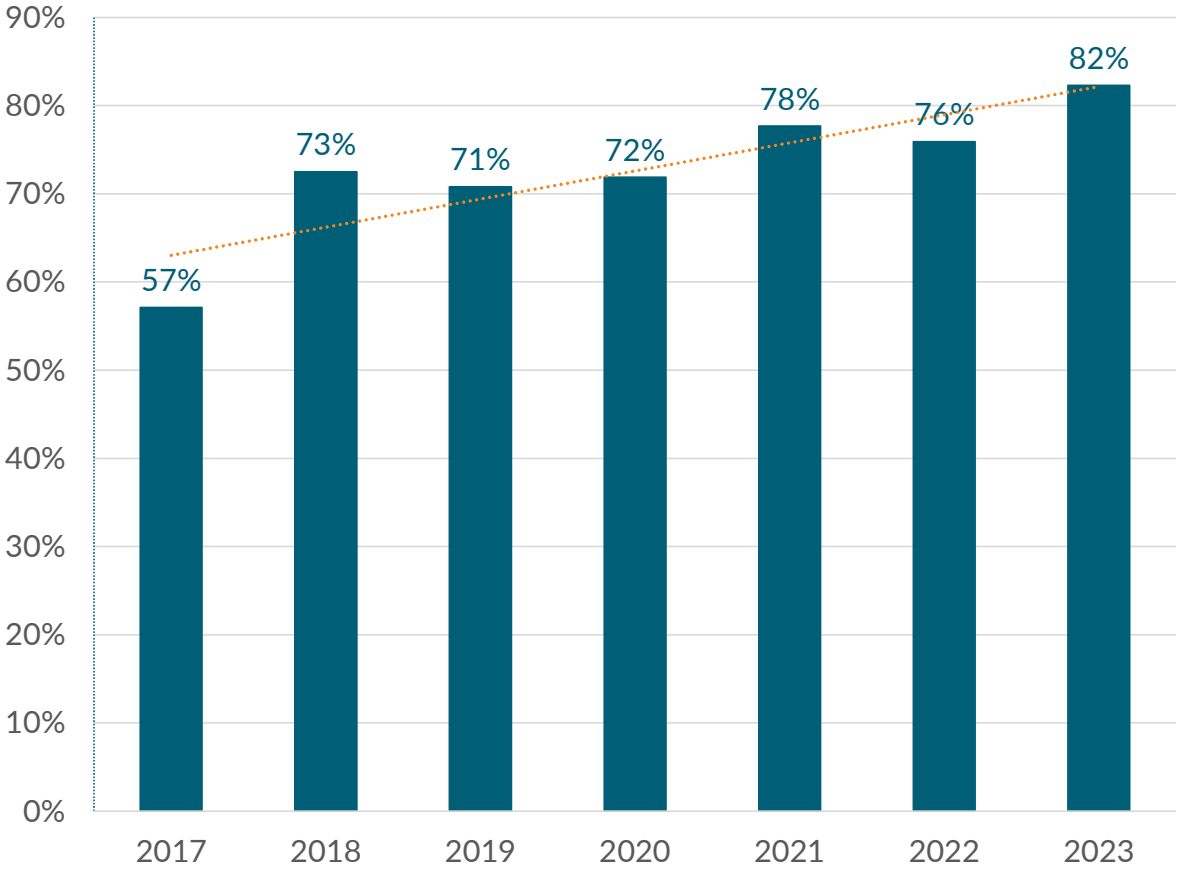


Grade 11

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

Percent of Students Taking at Least 1 AP Course - Asian

Students who identified as Asian.



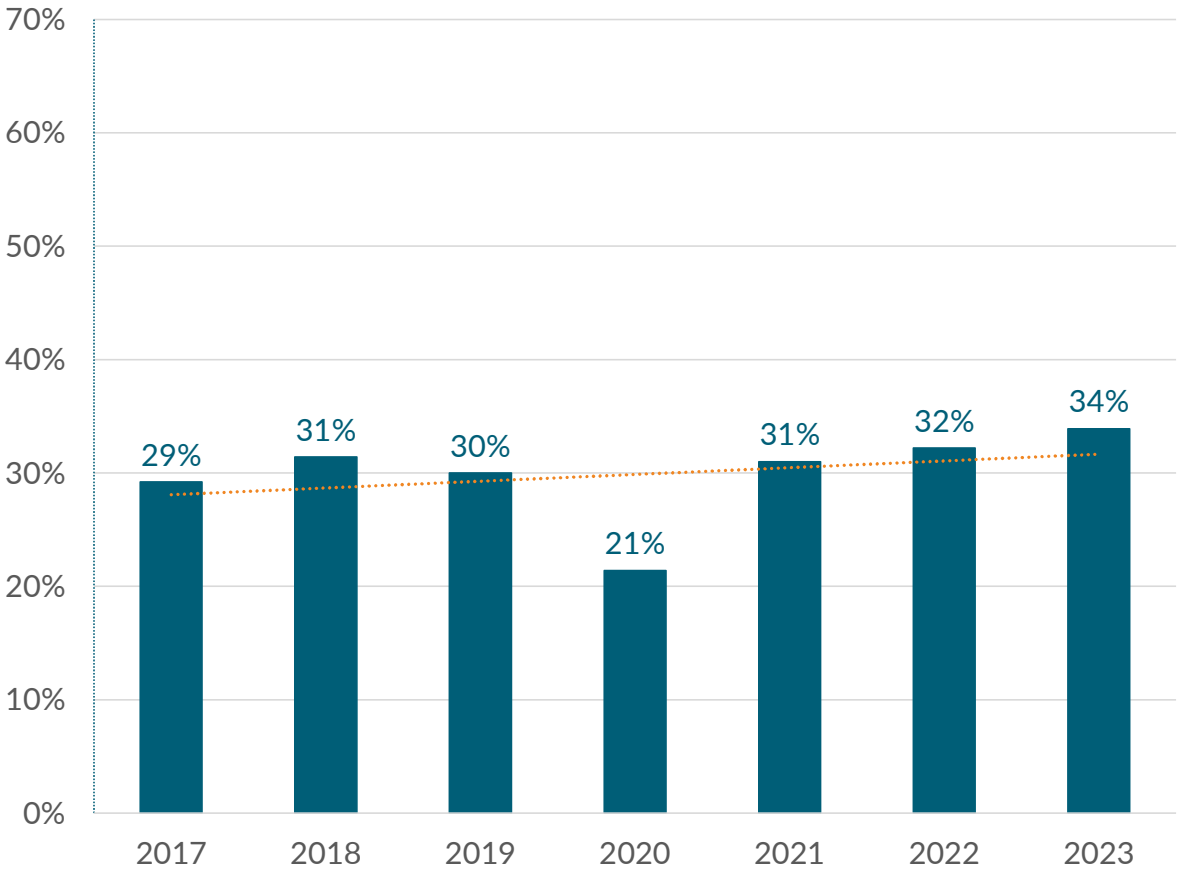
Grade 11

- Students who identified as Asian
- Comprehensive high schools
- Enrollment has increased over time

Scale adjusted from 70-90% max

Percent Students Taking at Least 1 AP Course – Black / African American

Students who identify as Black / African American.

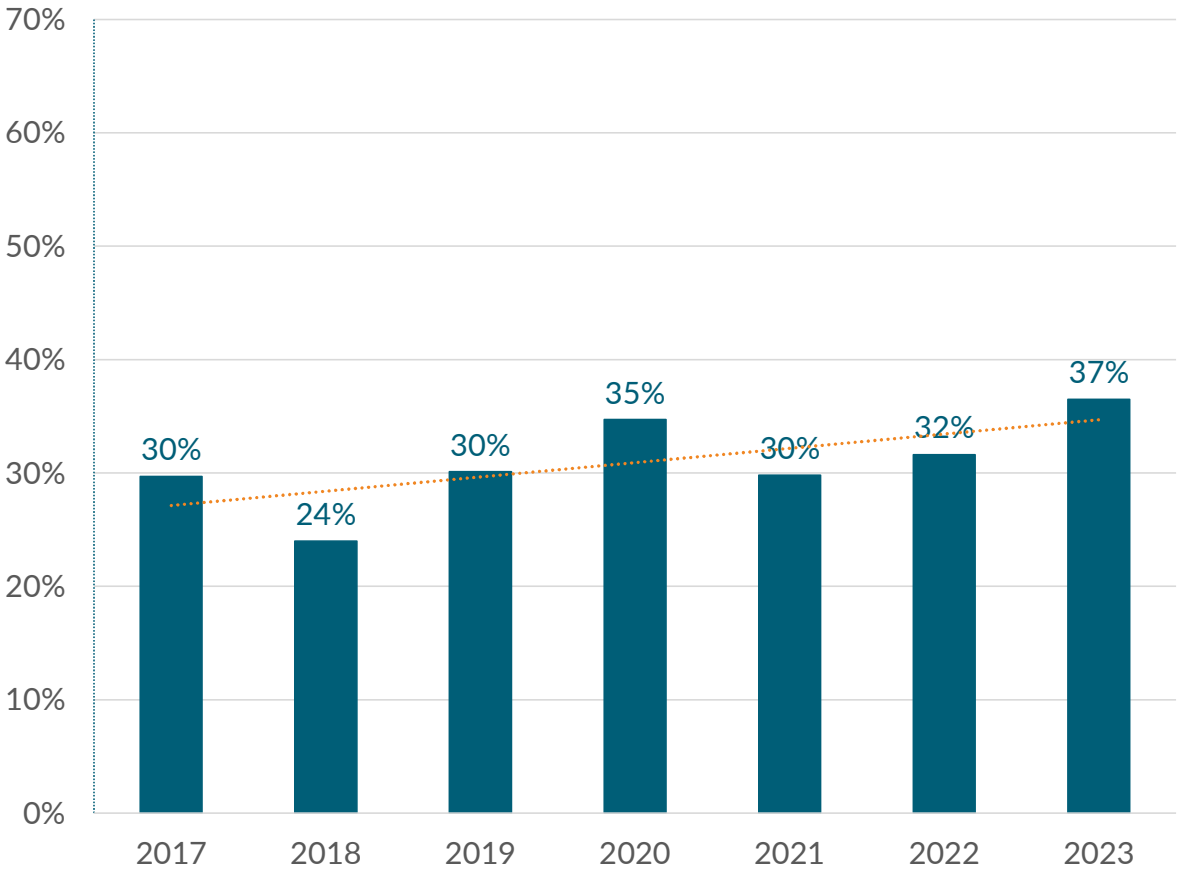


Grade 11

- Students who identify as Black / African American
- Comprehensive high schools
- Enrollment has increased over time

Percent Students Taking at Least 1 AP Course – Hispanic / Latino

Students who identify as Hispanic / Latino.

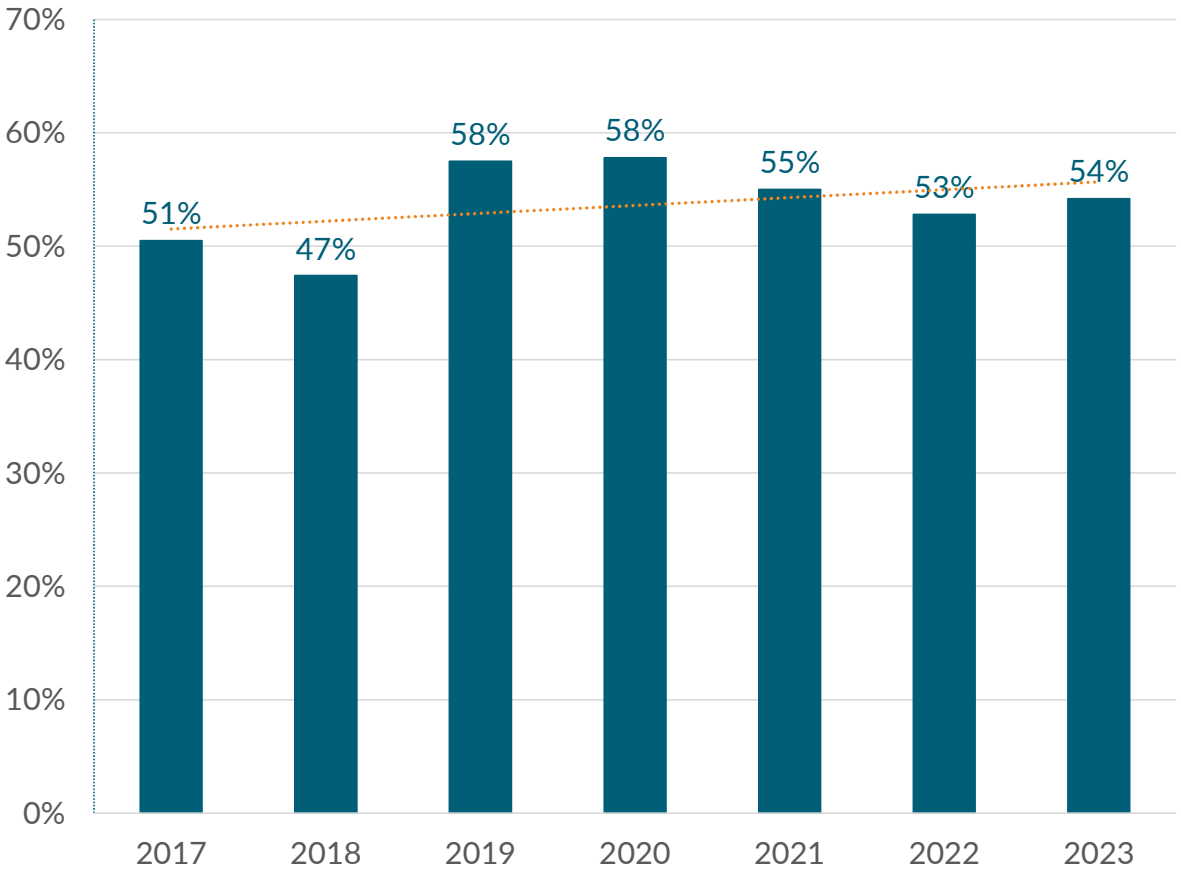


Grade 11

- Students who identify as Hispanic / Latino
- Comprehensive high schools
- Enrollment has increased over time

Percent Students Taking at Least 1 AP Course – Two or More Races

Students who identify as two or more races.

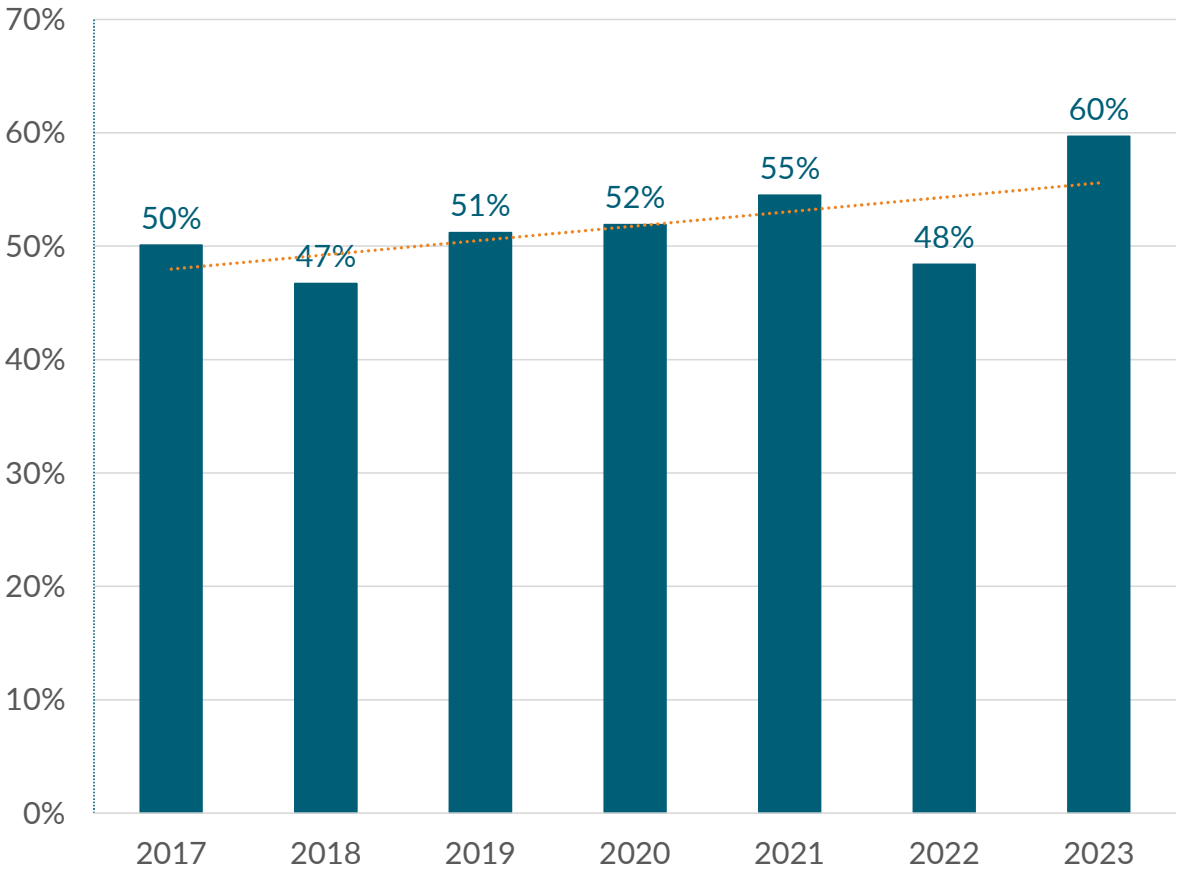


Grade 11

- Students who identify as two or more races.
- Comprehensive high schools
- Enrollment has increased over time

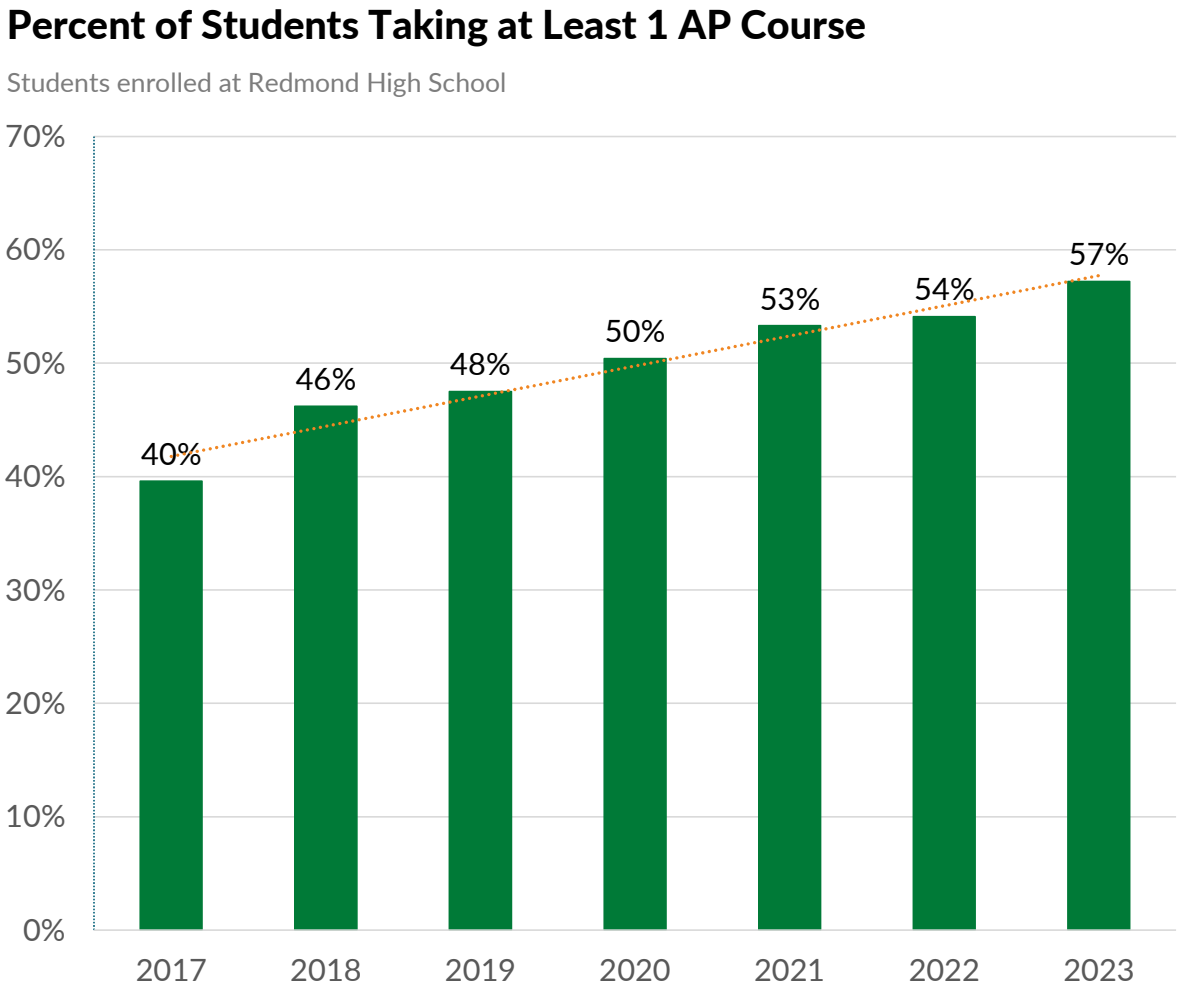
Percent Students Taking at Least 1 AP Course – White

Students who identify as White.



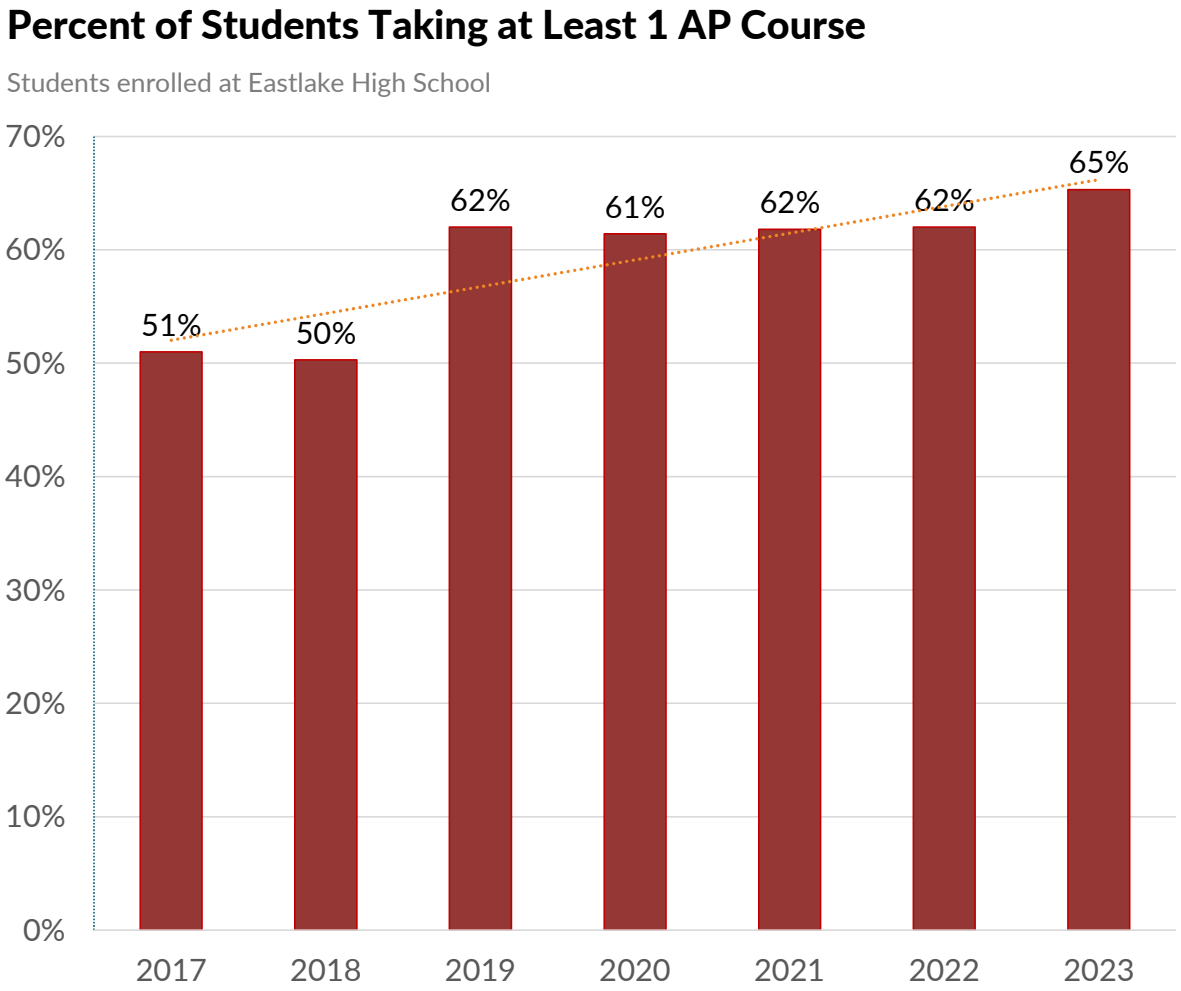
Grade 11

- Students who identify as White
- Comprehensive high schools
- Enrollment has increased over time



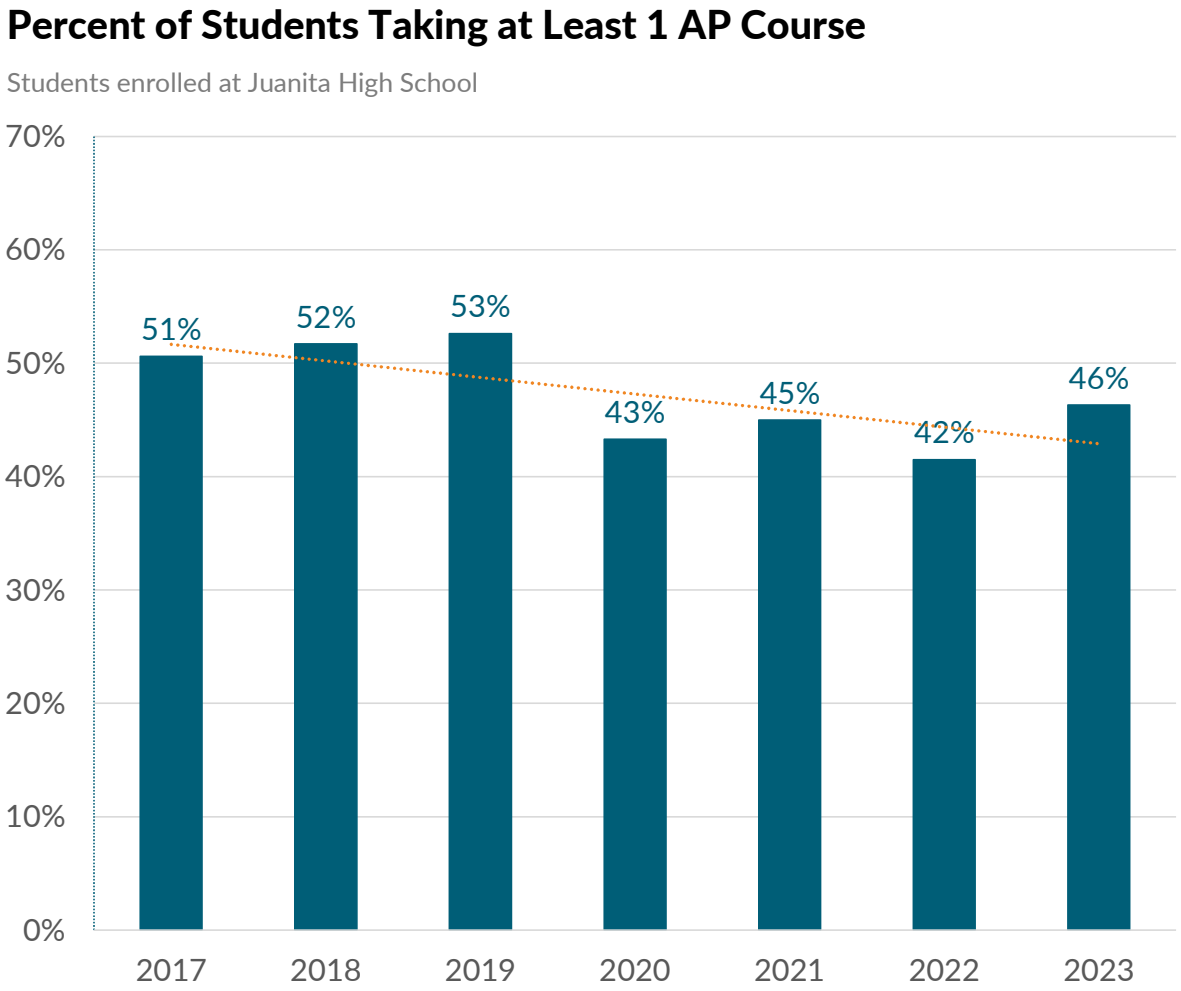
Redmond HS

- Grade 11
- Enrollment has increased over time



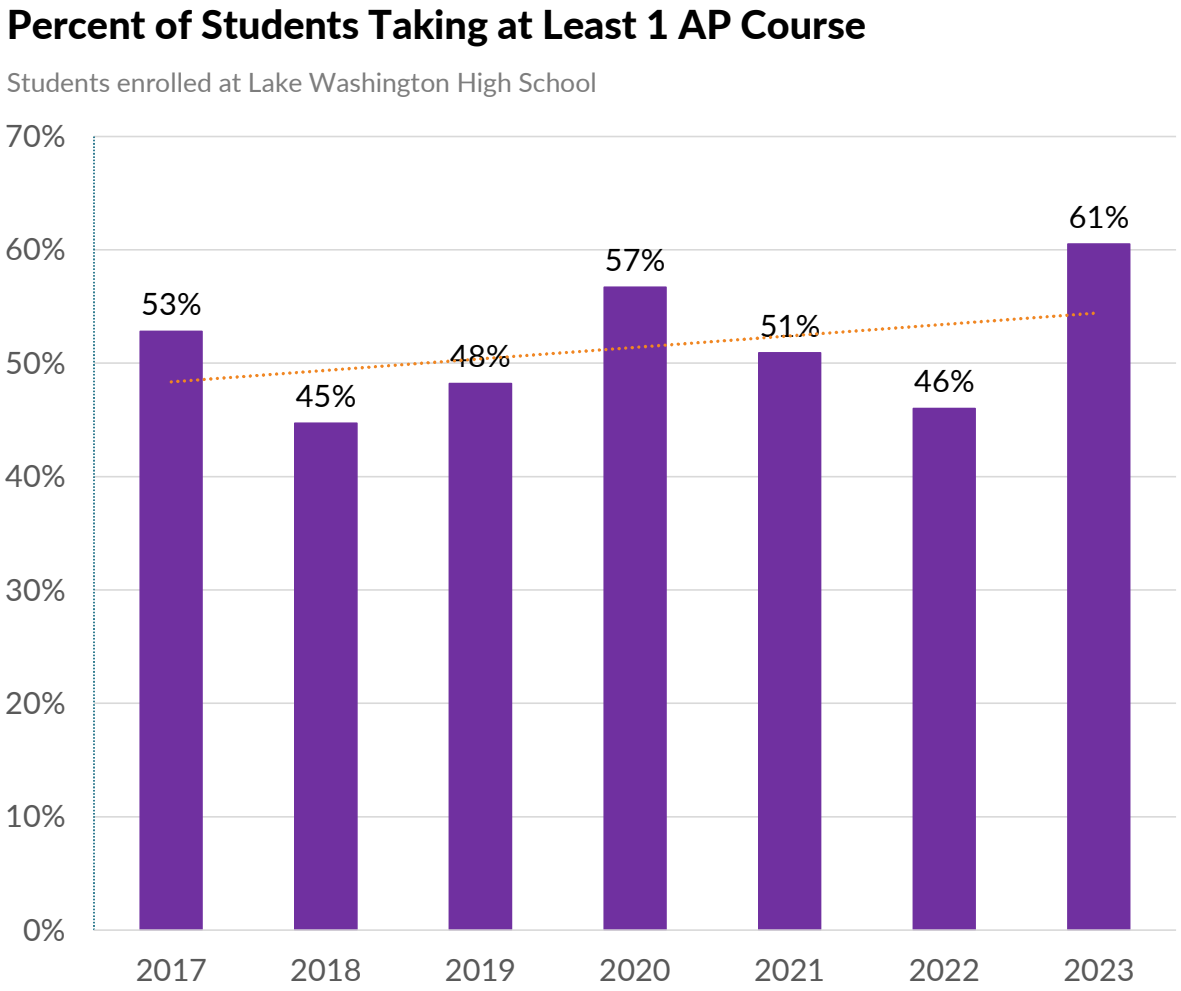
Eastlake HS

- Grade 11
- Enrollment has increased over time



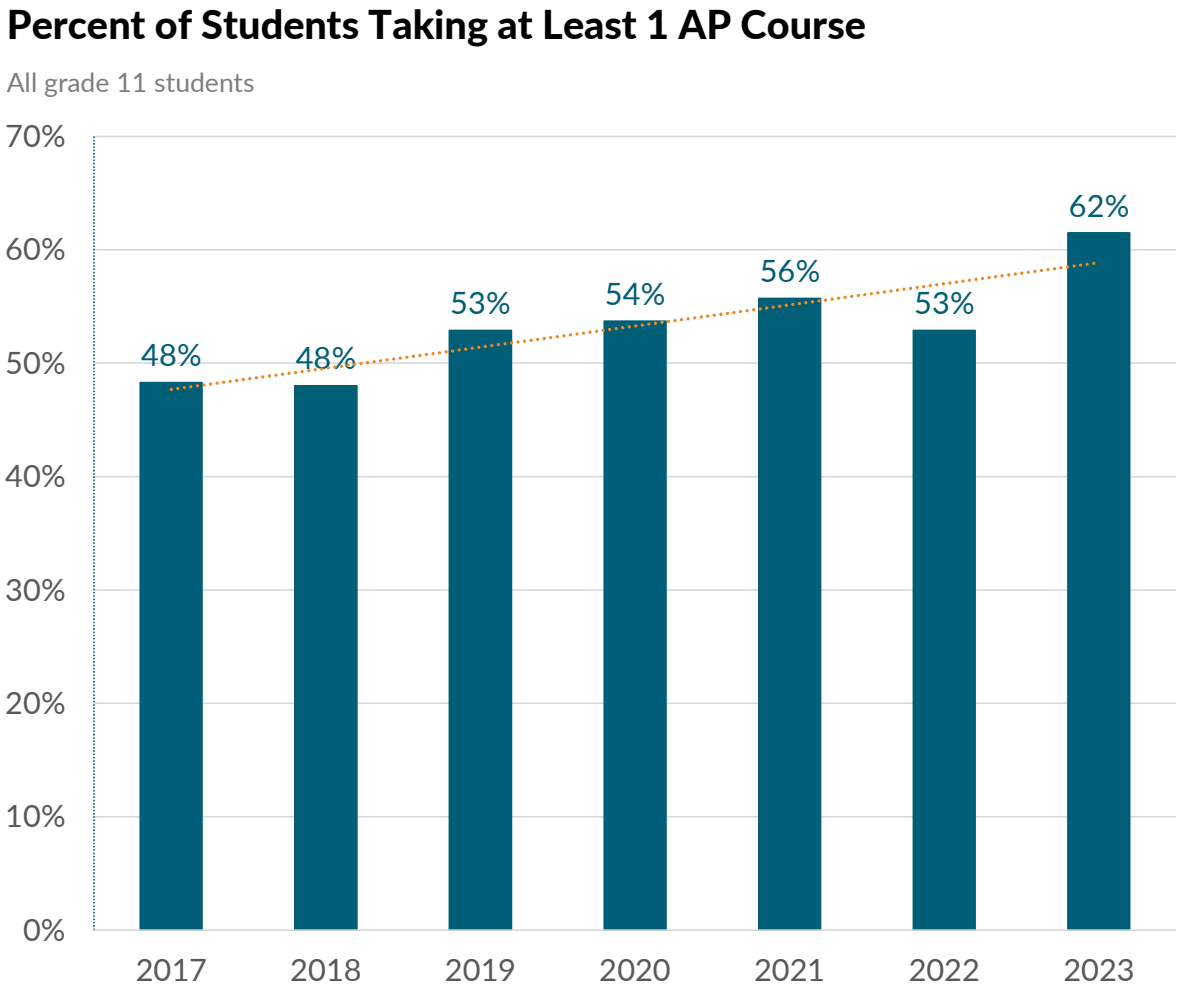
Juanita HS

- Grade 11
- Enrollment has increased over time



Lake WA HS

- Grade 11
- Enrollment has increased over time

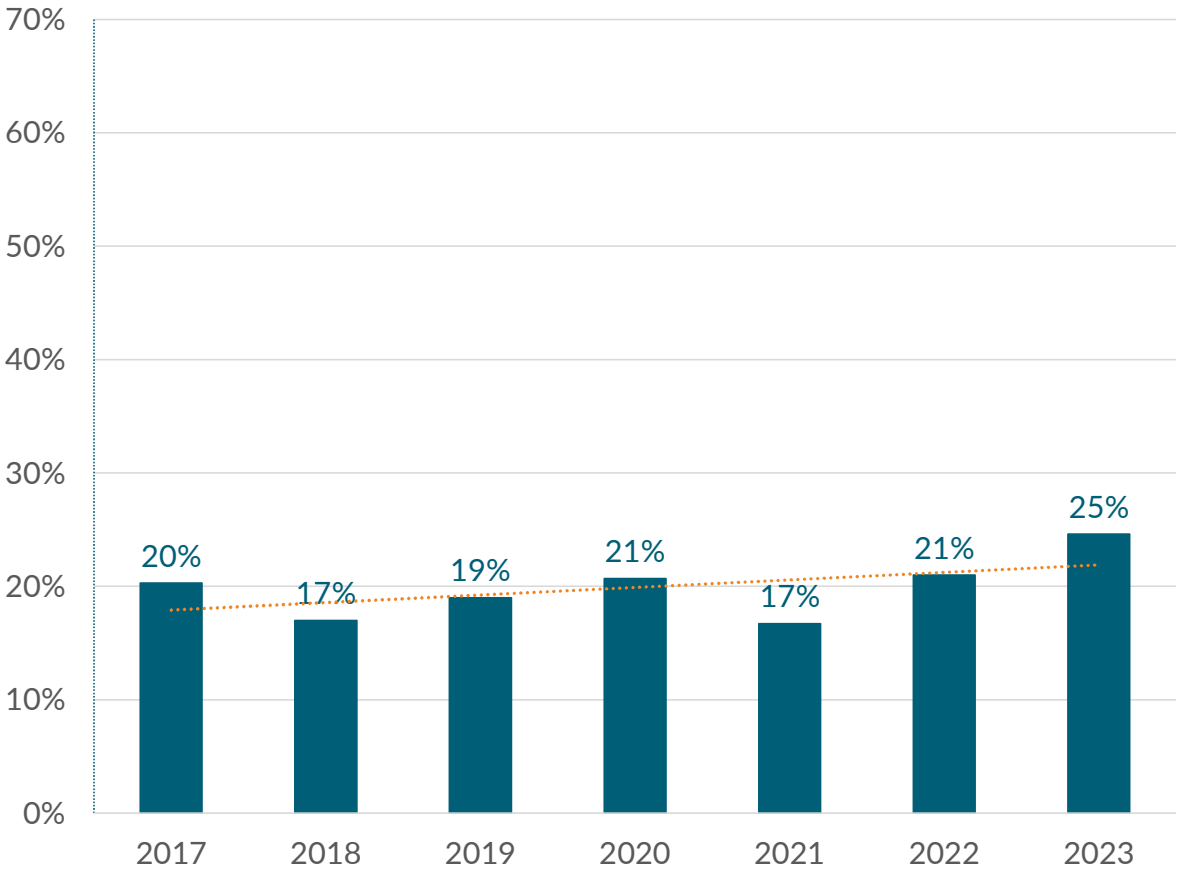


Grade 12

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

Percent of Students Low Income Taking at Least 1 AP Course

Students whose family qualifies as low income.

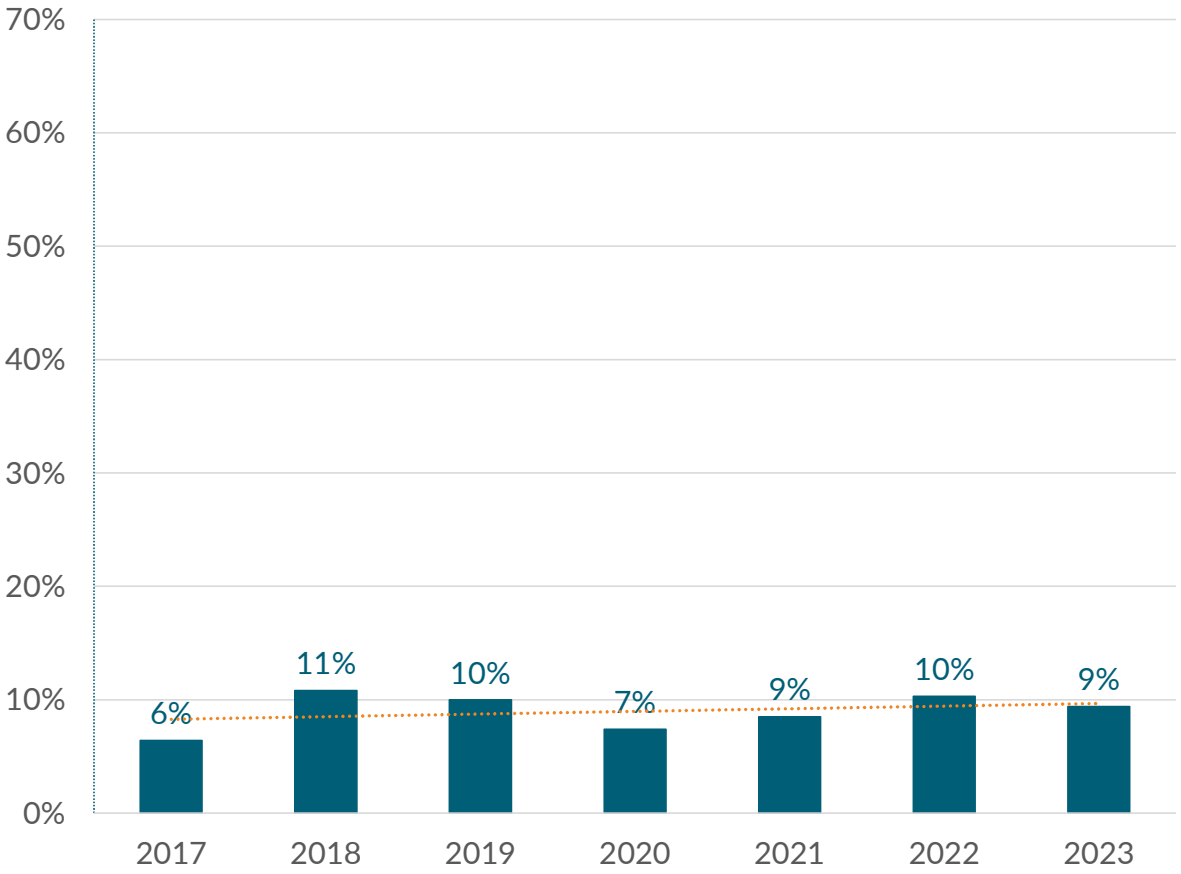


Grade 12

- Low income
- Comprehensive high schools
- Enrollment has increased over time

Percent of Students Multilingual Taking at Least 1 AP Course

Students who qualify for Multilingual Services.

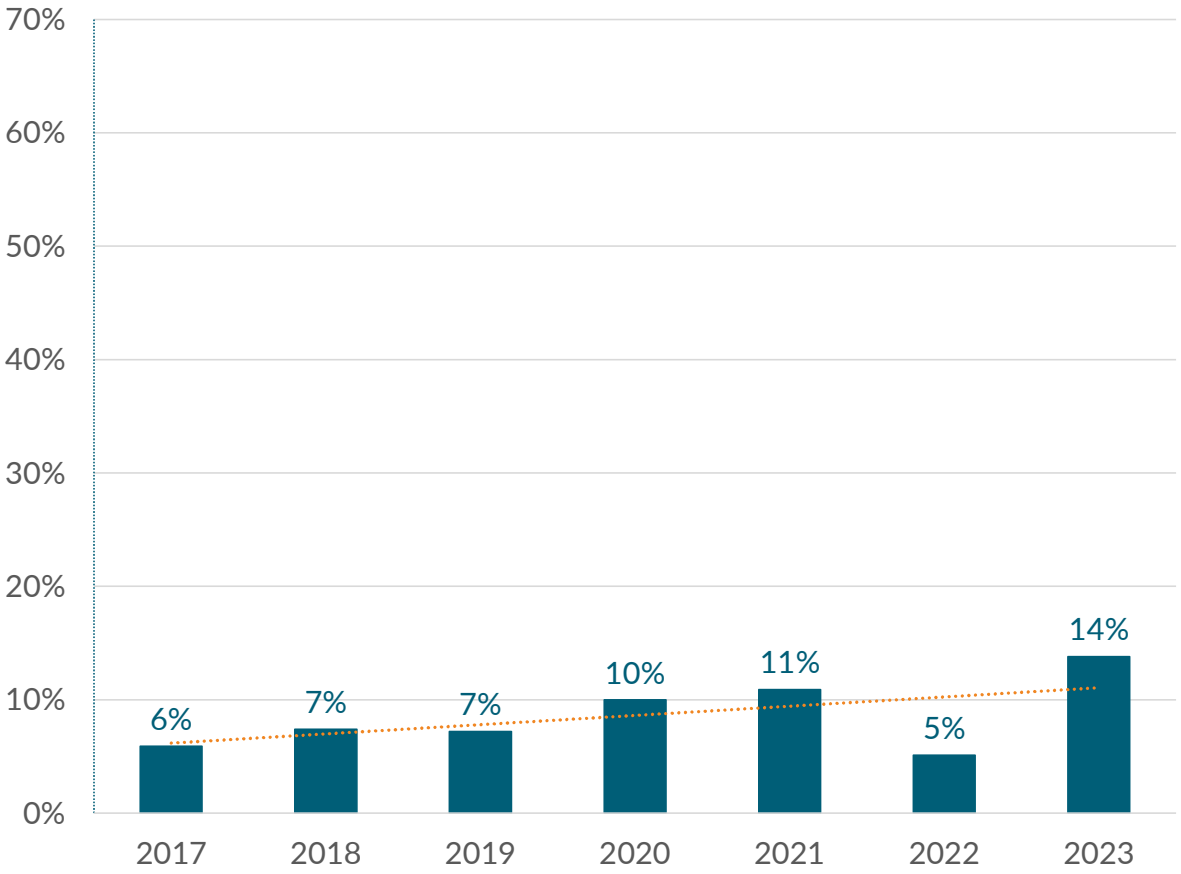


Grade 12

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

Percent of Students Special Education Taking at Least 1 AP Course

Students who qualify for Special Education services.

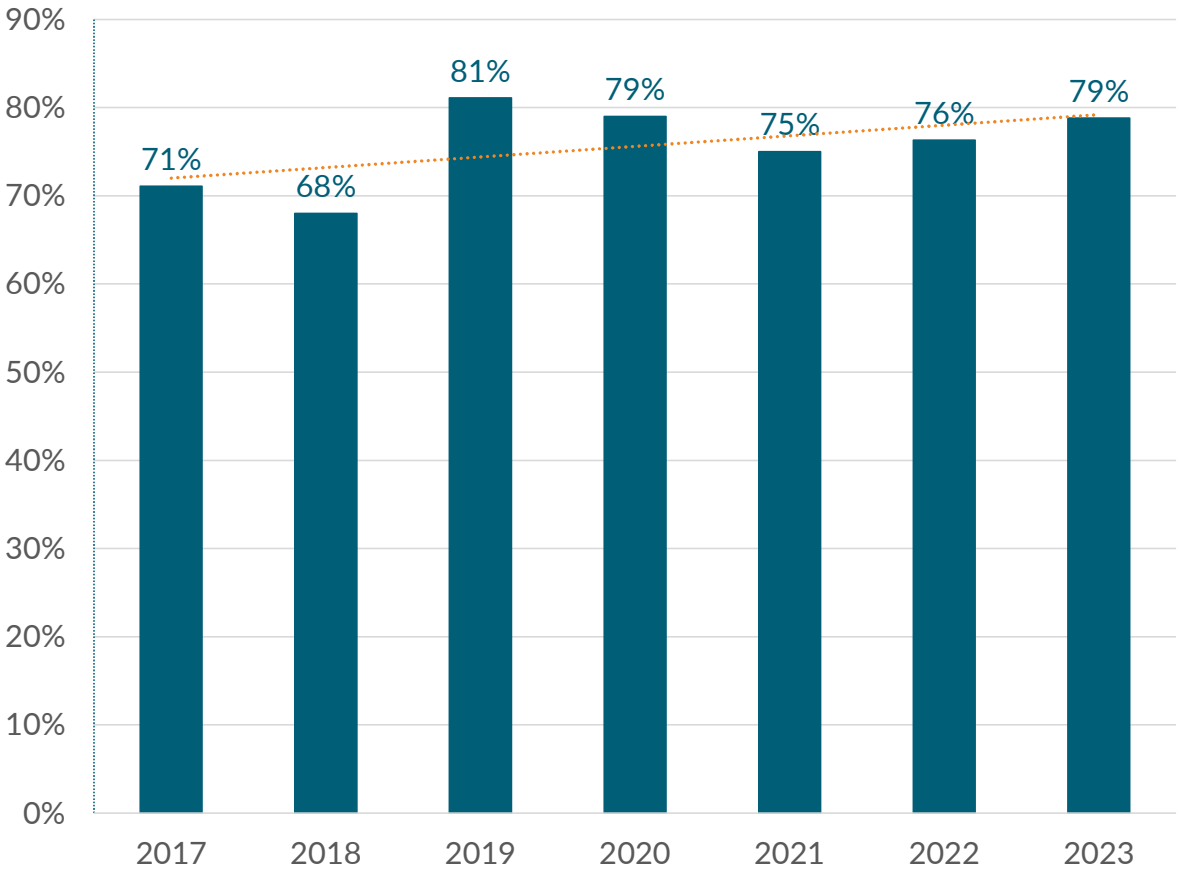


Grade 12

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

Percent of Students Taking at Least 1 AP Course - Asian

Students who identified as Asian.



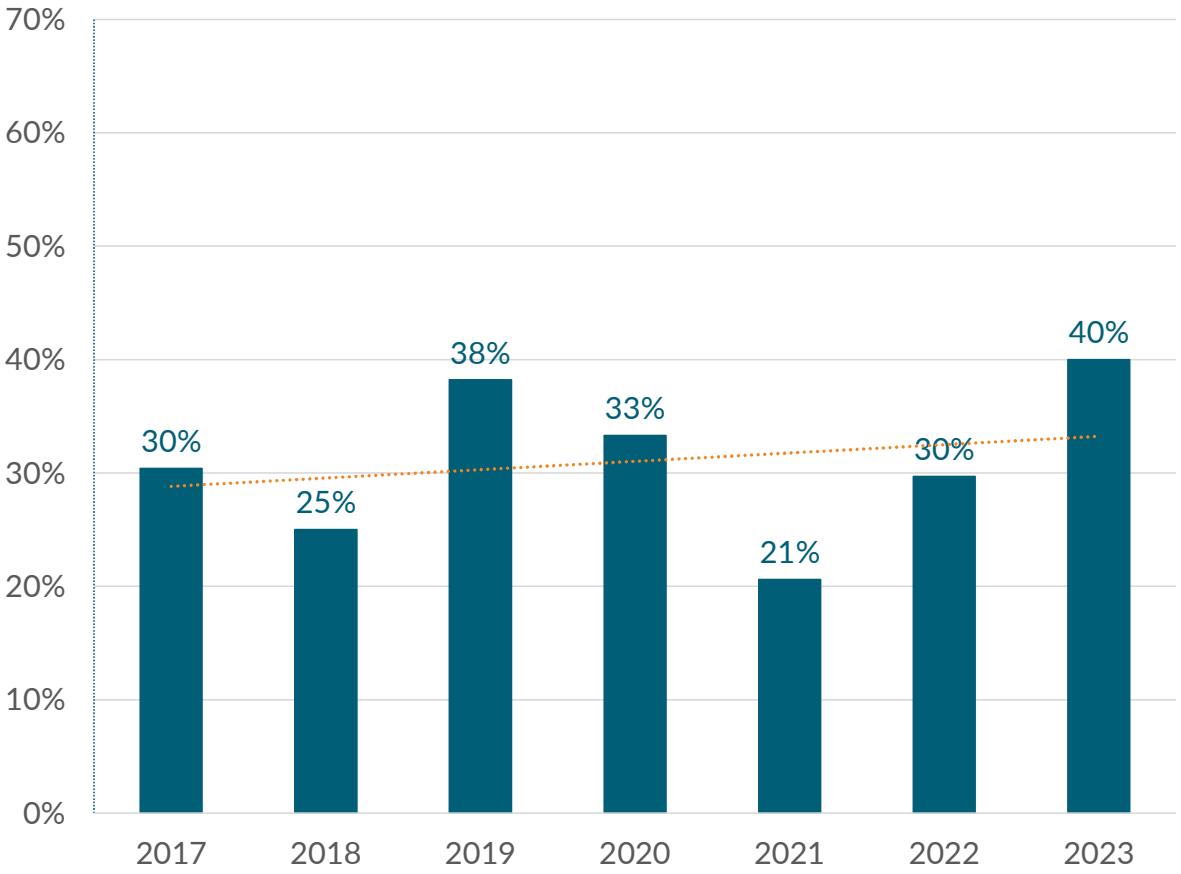
Grade 12

- Students who identified as Asian
- Comprehensive high schools
- Enrollment has increased over time

Scale adjusted from 70-90% max

Percent Students Taking at Least 1 AP Course – Black / African American

Students who identify as Black / African American.

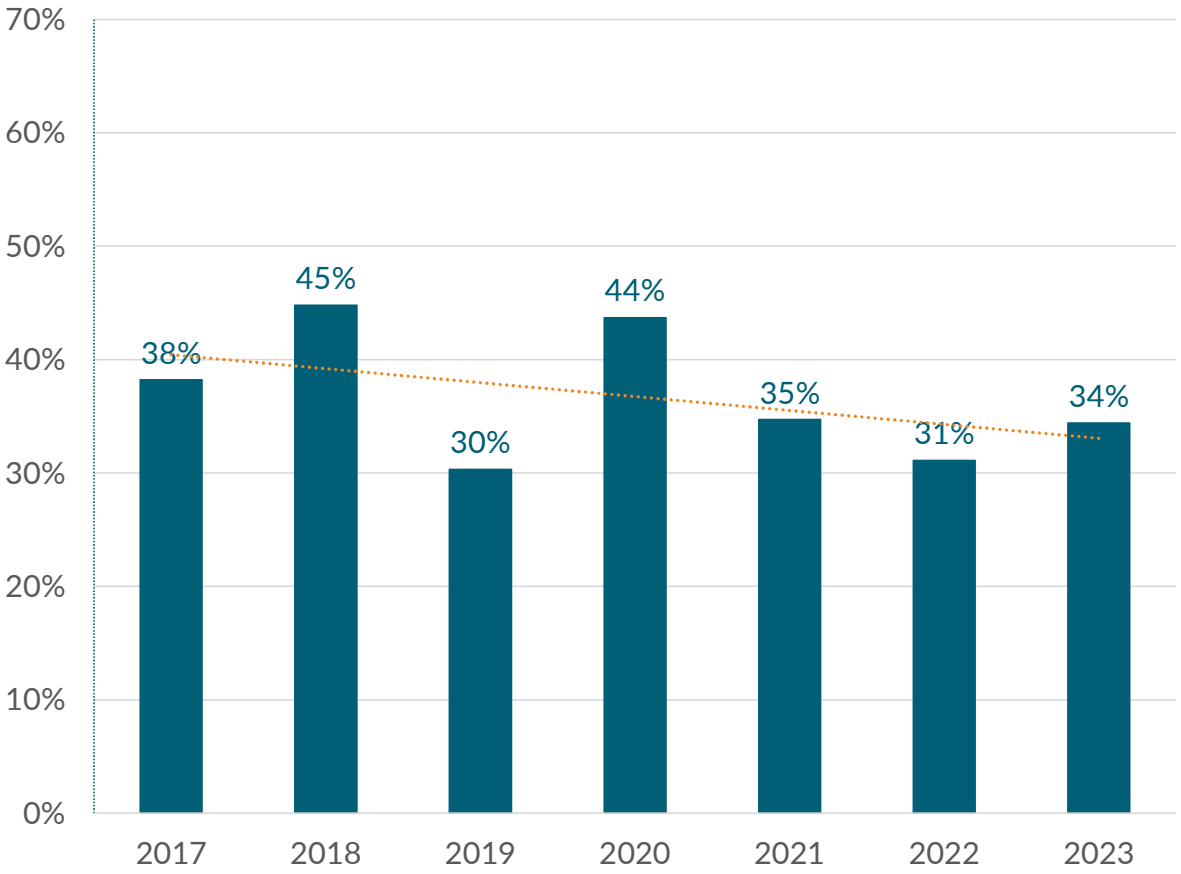


Grade 12

- Students who identify as Black / African American
- Comprehensive high schools
- Enrollment has increased over time

Percent Students Taking at Least 1 AP Course – Hispanic / Latino

Students who identify as Hispanic / Latino.

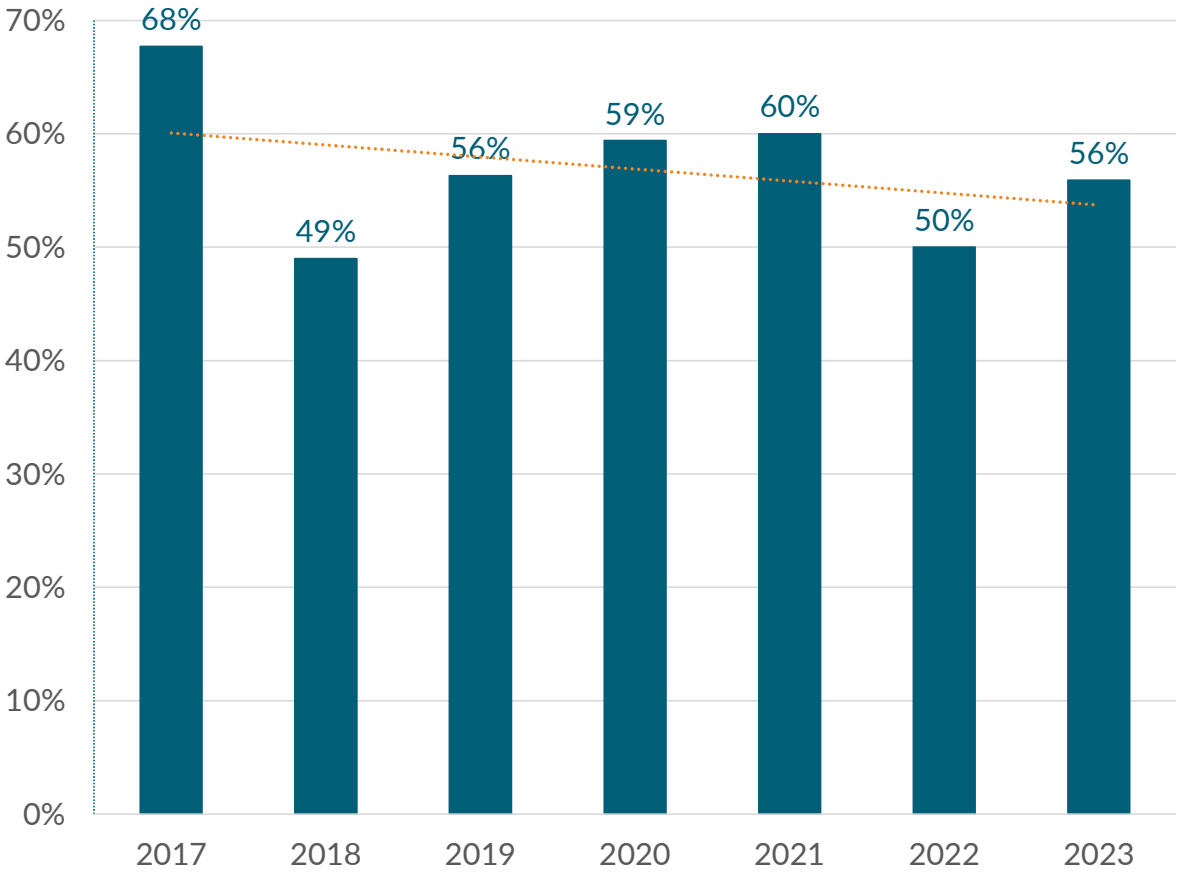


Grade 12

- Students who identify as Hispanic / Latino
- Comprehensive high schools
- Enrollment has increased over time

Percent Students Taking at Least 1 AP Course – Two or More Races

Students who identify as two or more races.

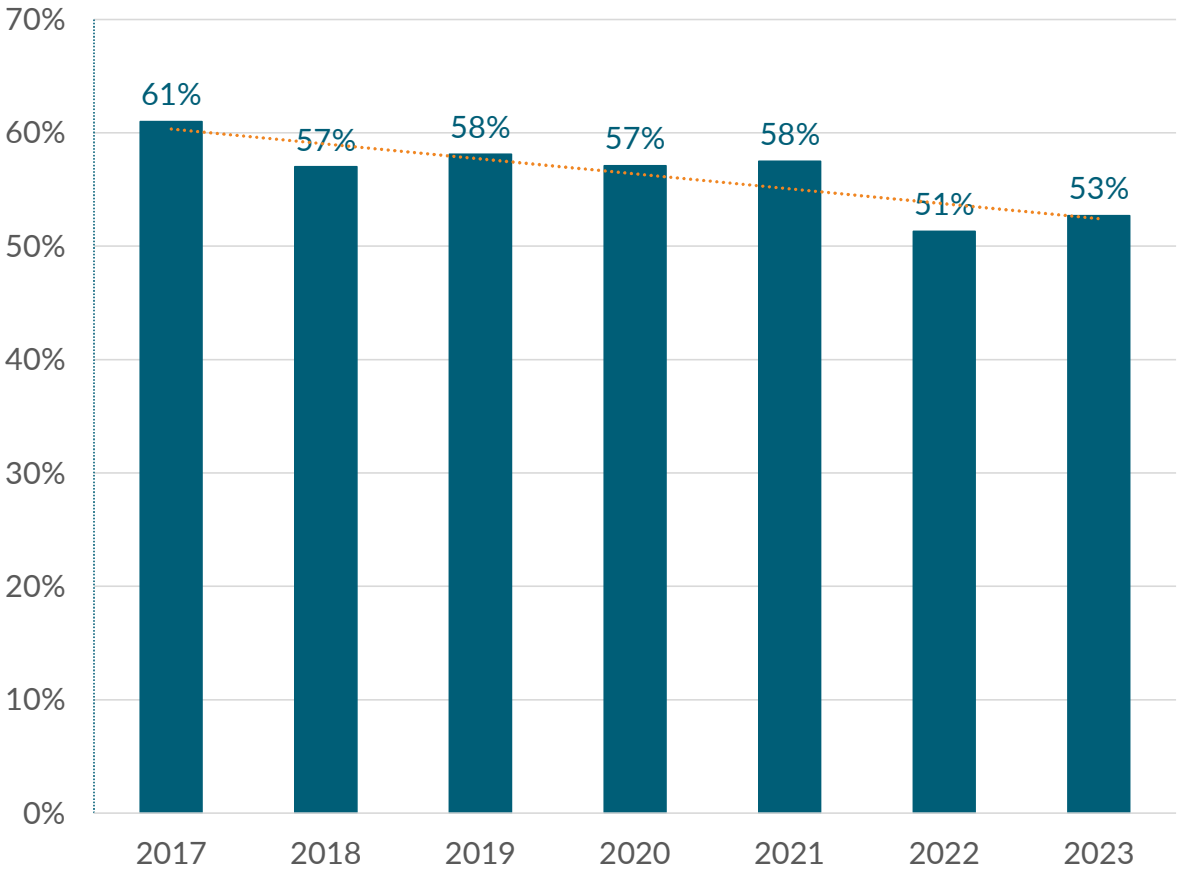


Grade 12

- Students who identify as two or more races.
- Comprehensive high schools
- Enrollment has increased over time

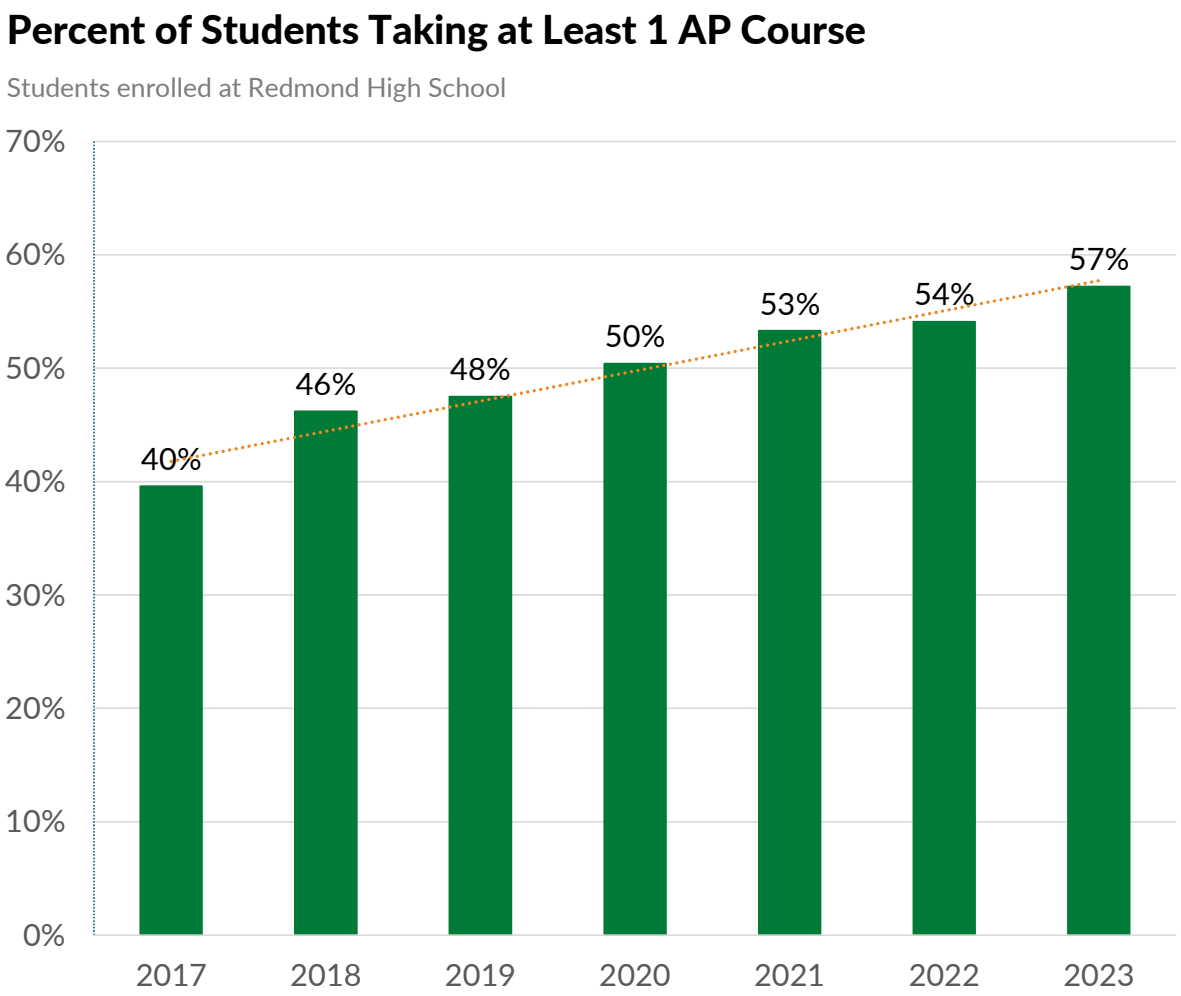
Percent Students Taking at Least 1 AP Course – White

Students who identify as White.



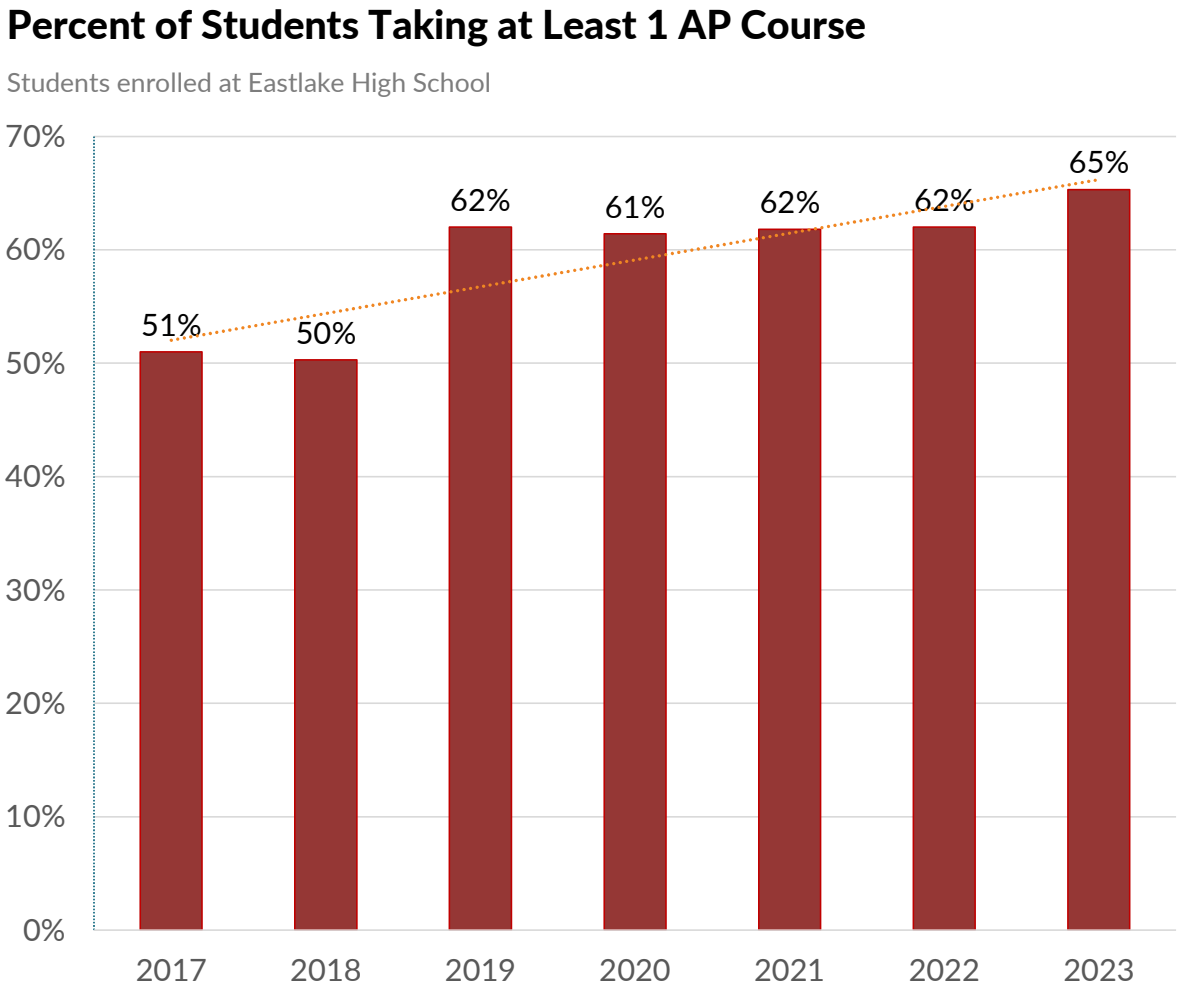
Grade 12

- Students who identify as White
- Comprehensive high schools
- Enrollment has increased over time



Redmond HS

- Grade 12
- Enrollment has increased over time

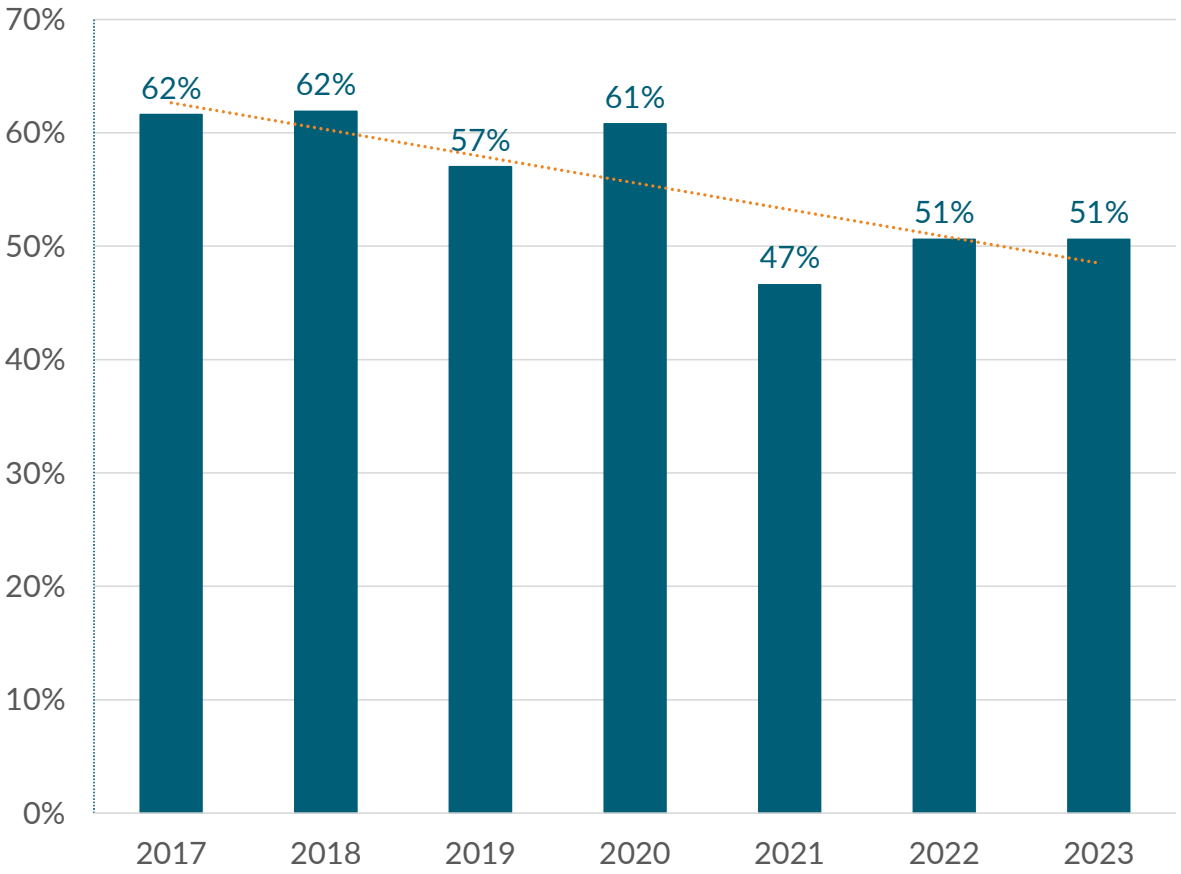


Eastlake HS

- Grade 12
- Enrollment has increased over time

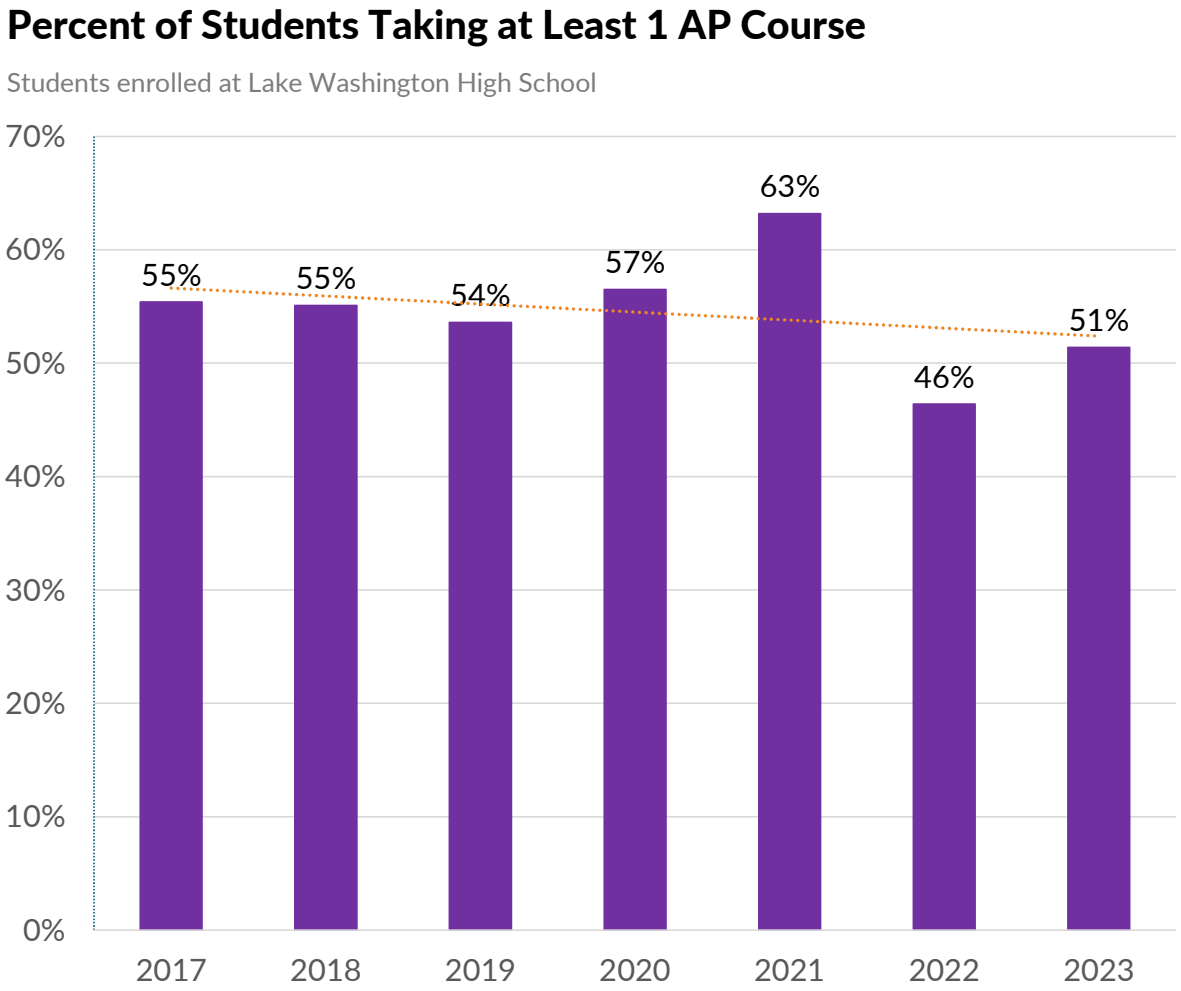
Percent of Students Taking at Least 1 AP Course

Students enrolled at Juanita High School



Juanita HS

- Grade 12
- Enrollment has increased over time

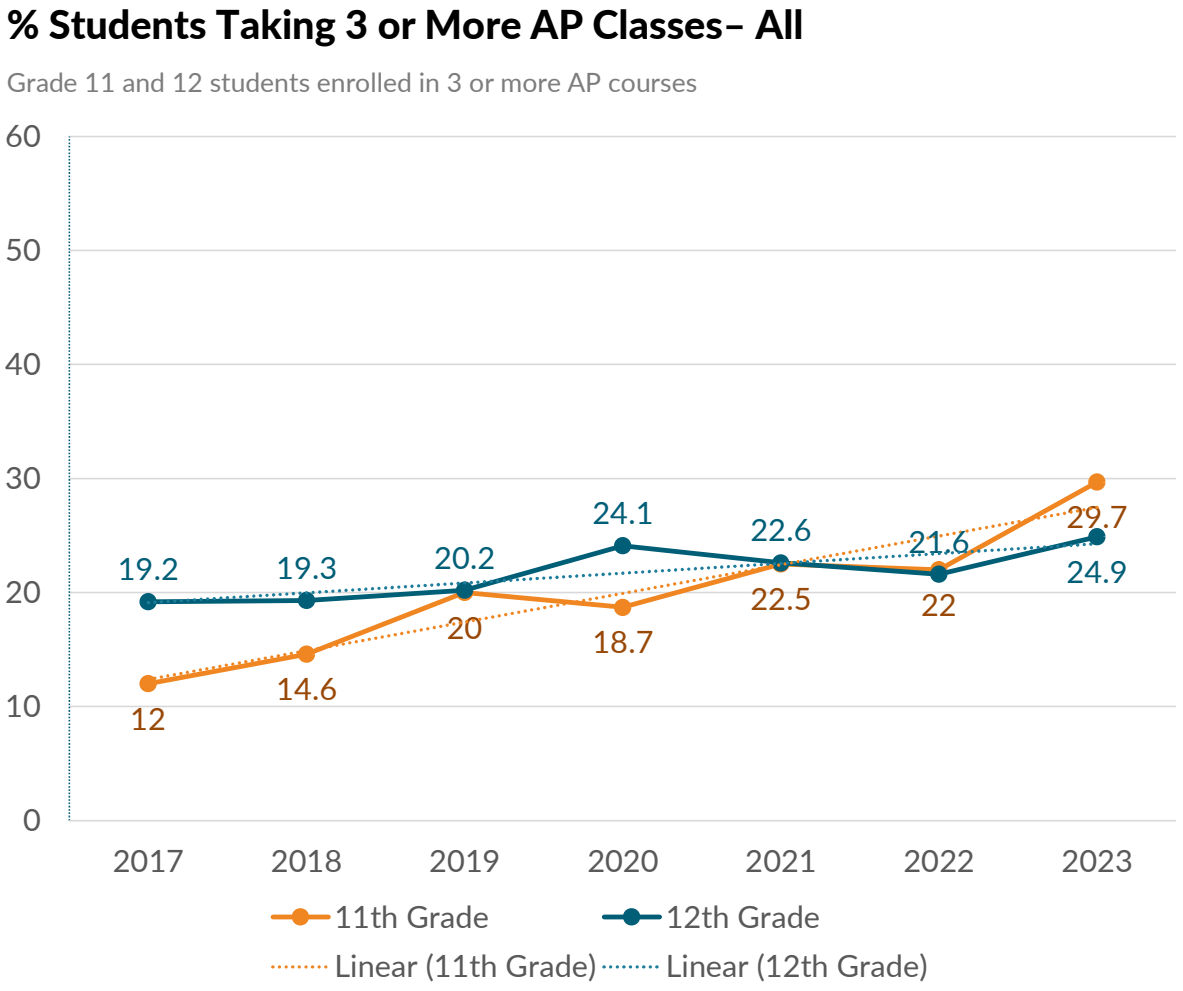


Lake WA HS

- Grade 12
- Enrollment has increased over time

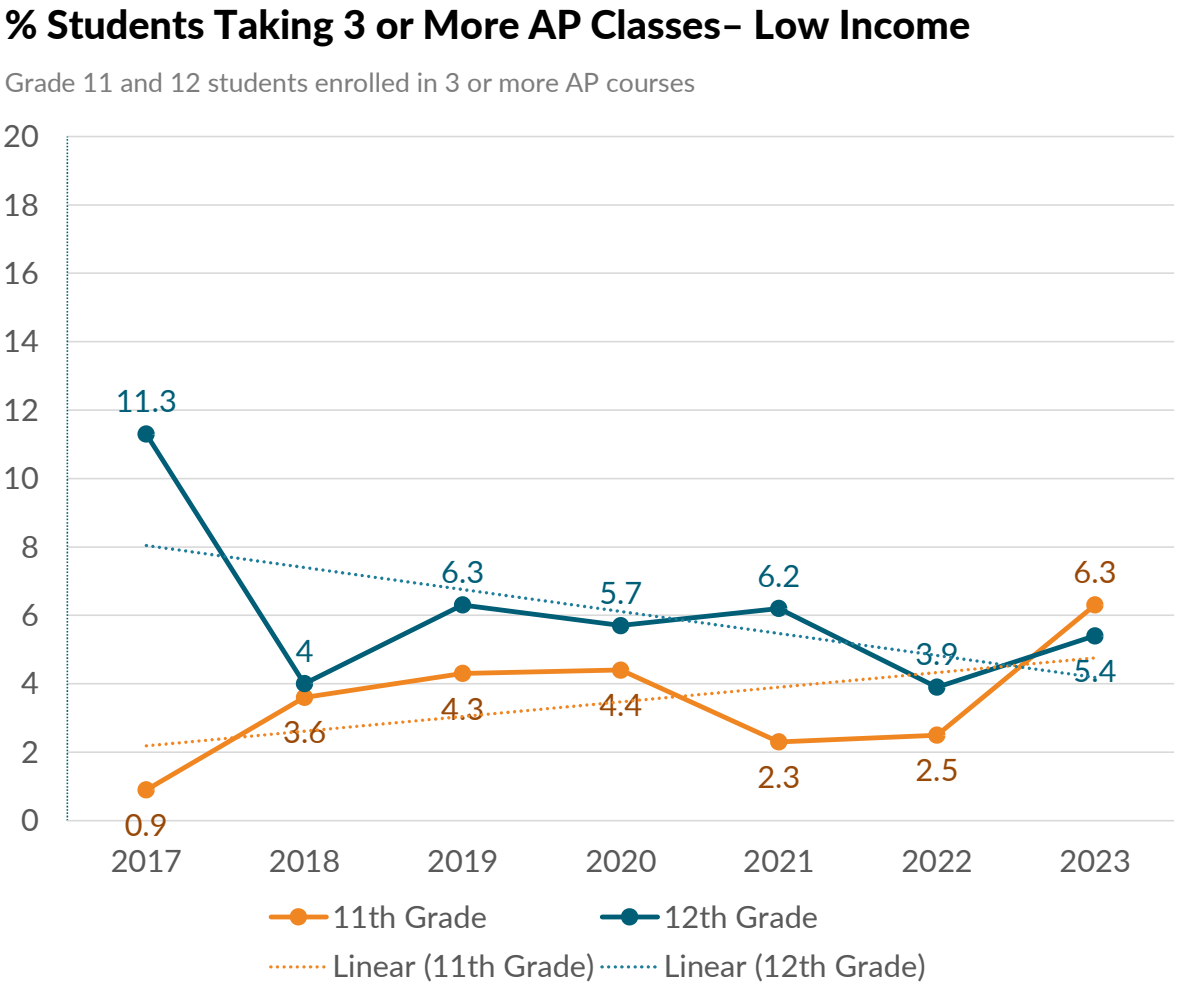
Group 4

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



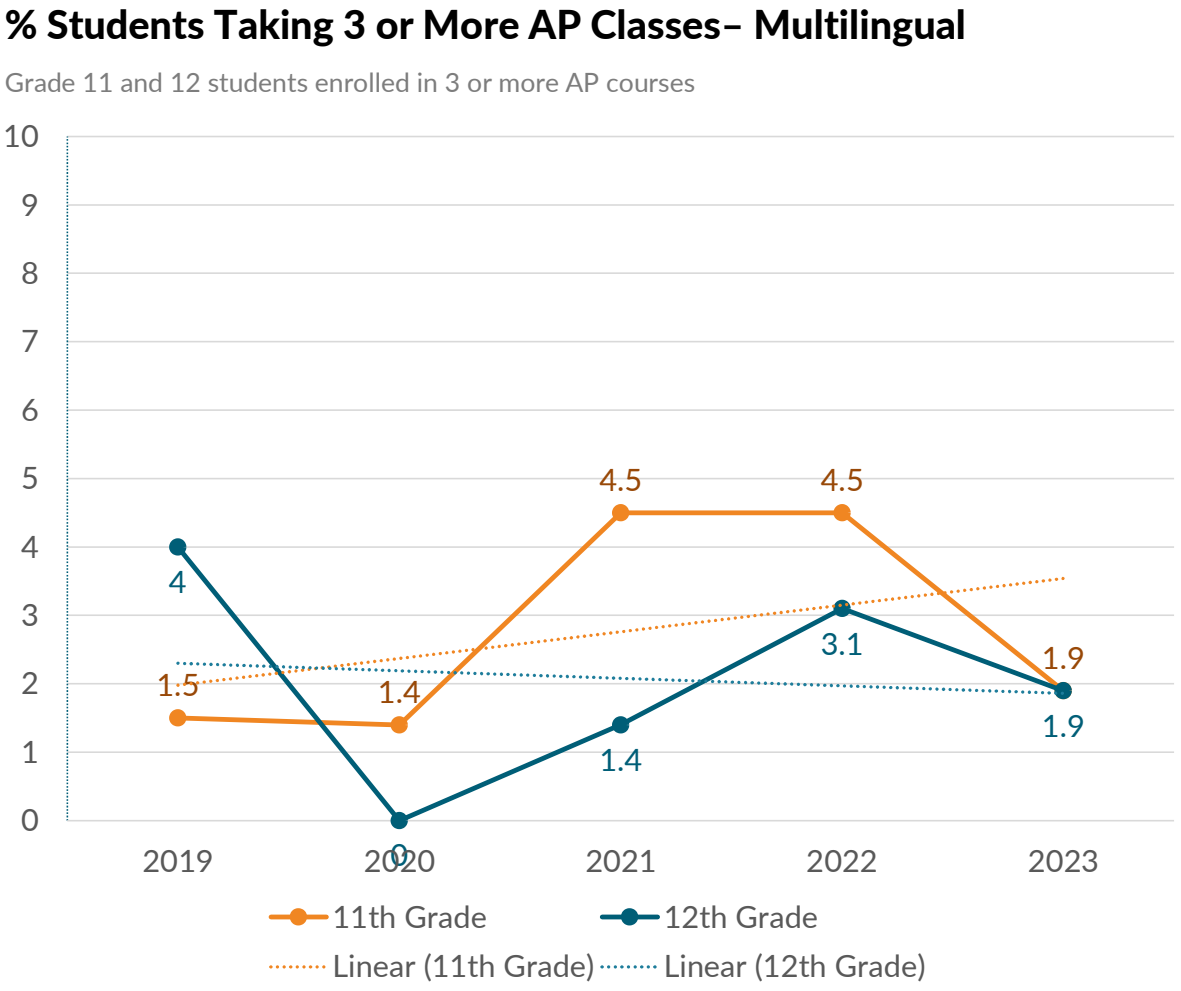
AP Courses

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



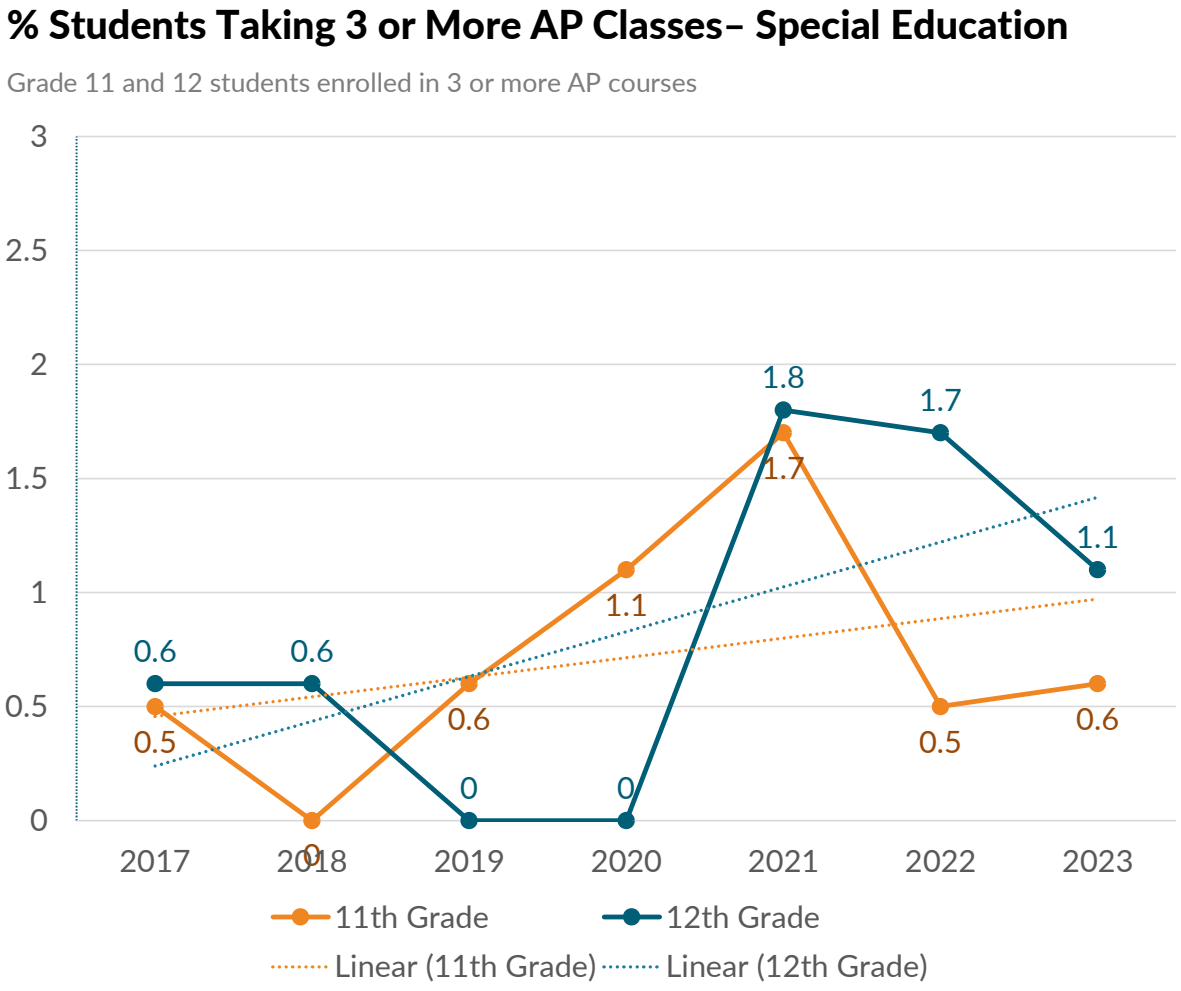
AP Courses

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



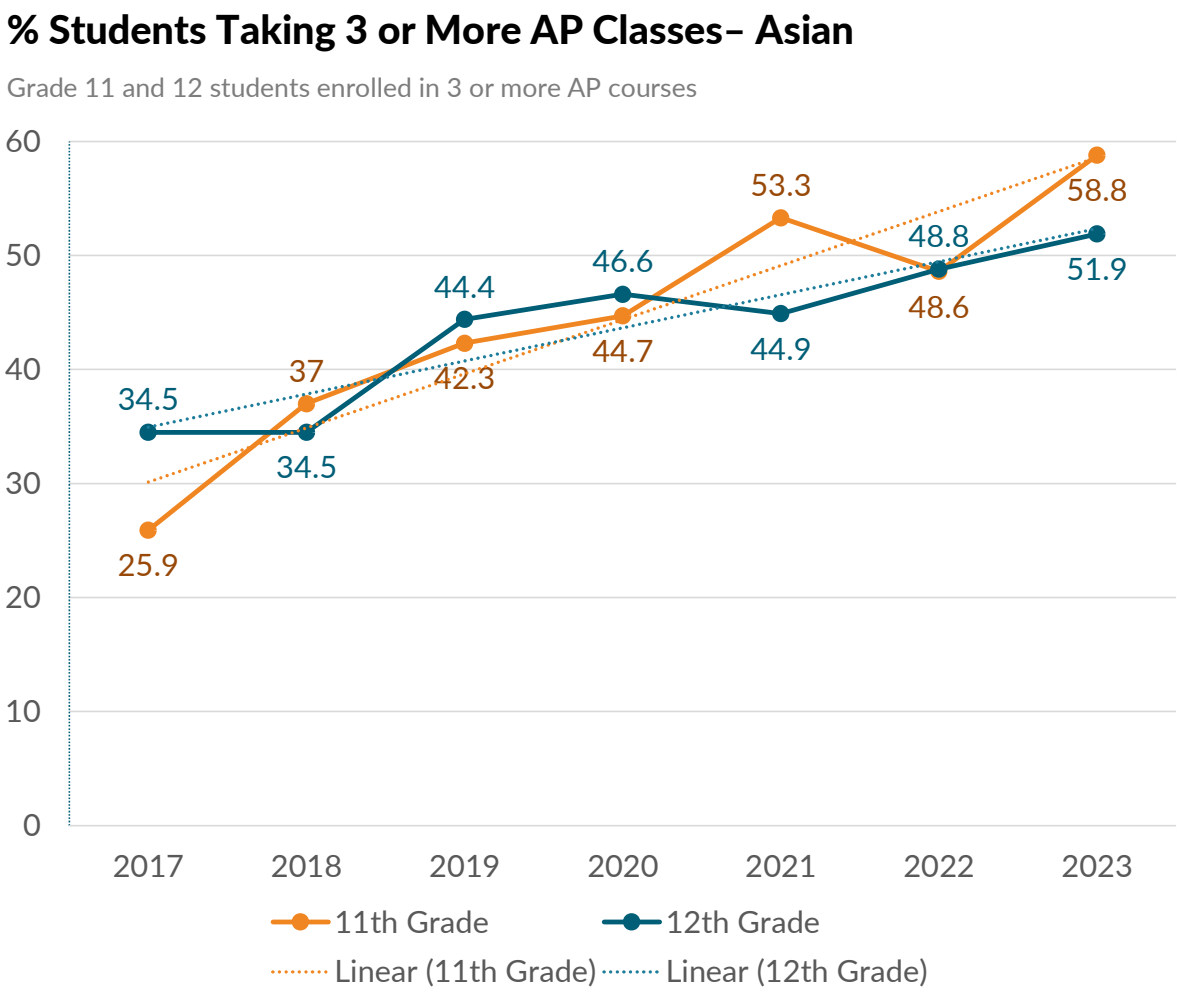
AP Courses

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



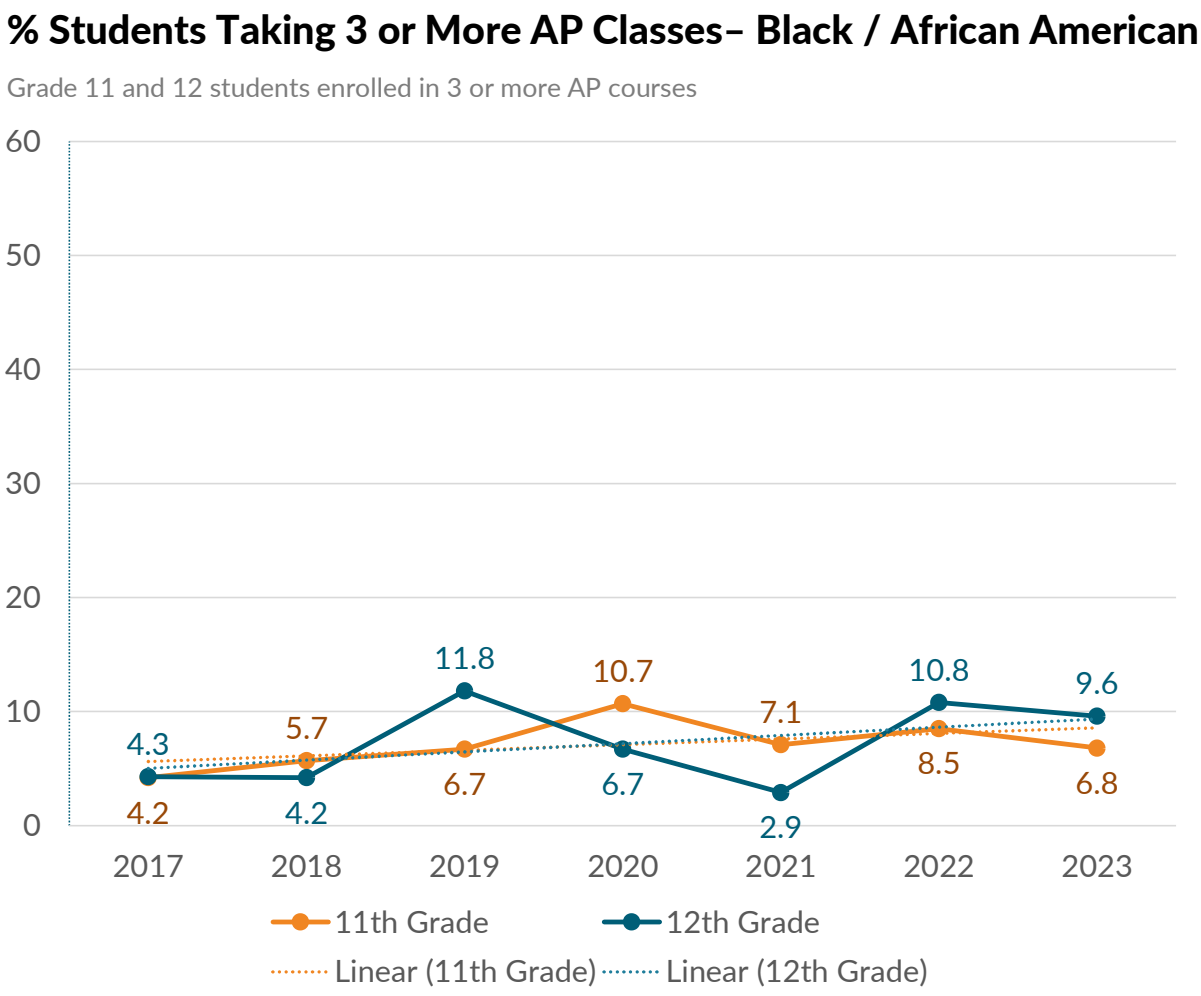
AP Courses

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



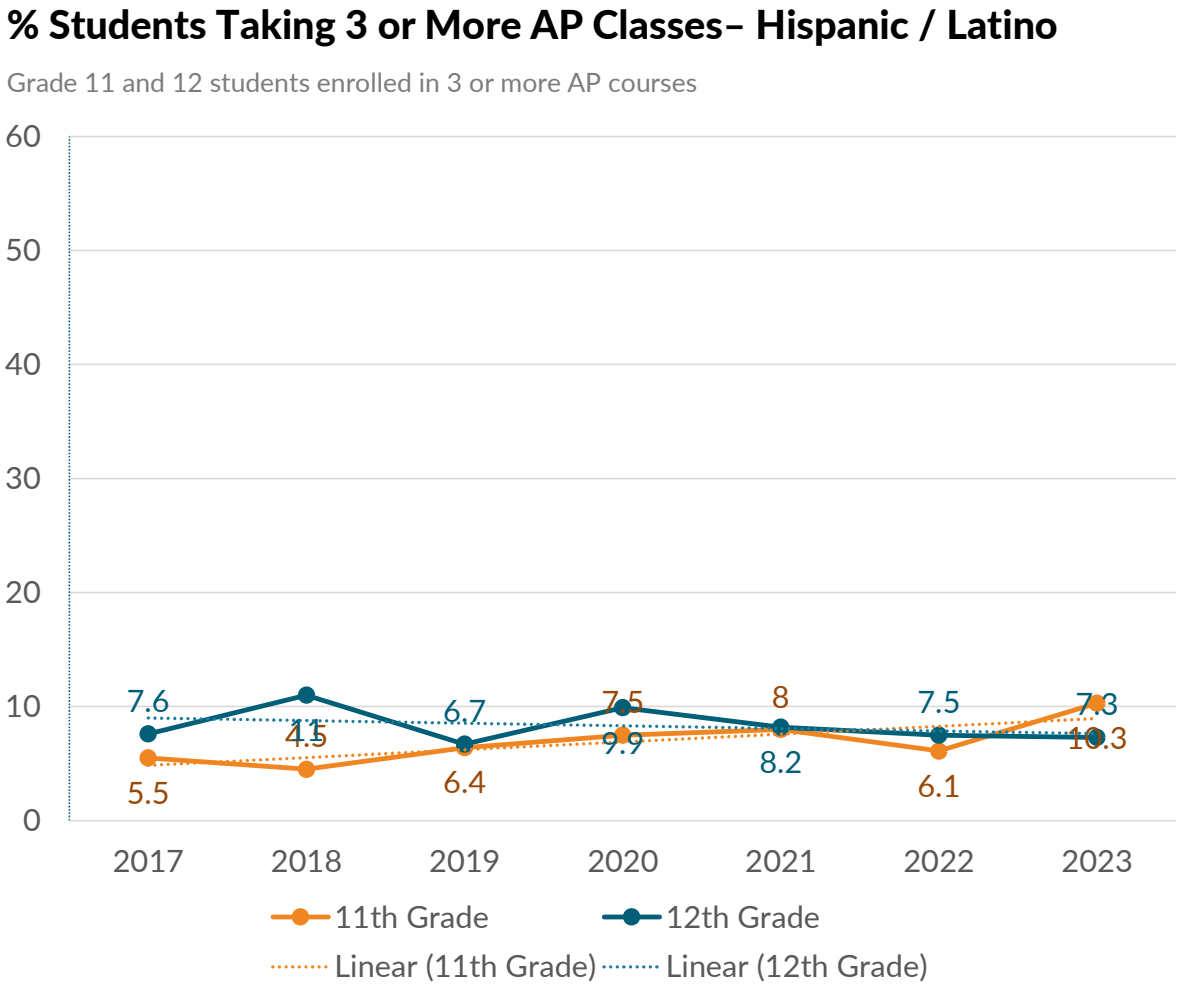
AP Courses

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



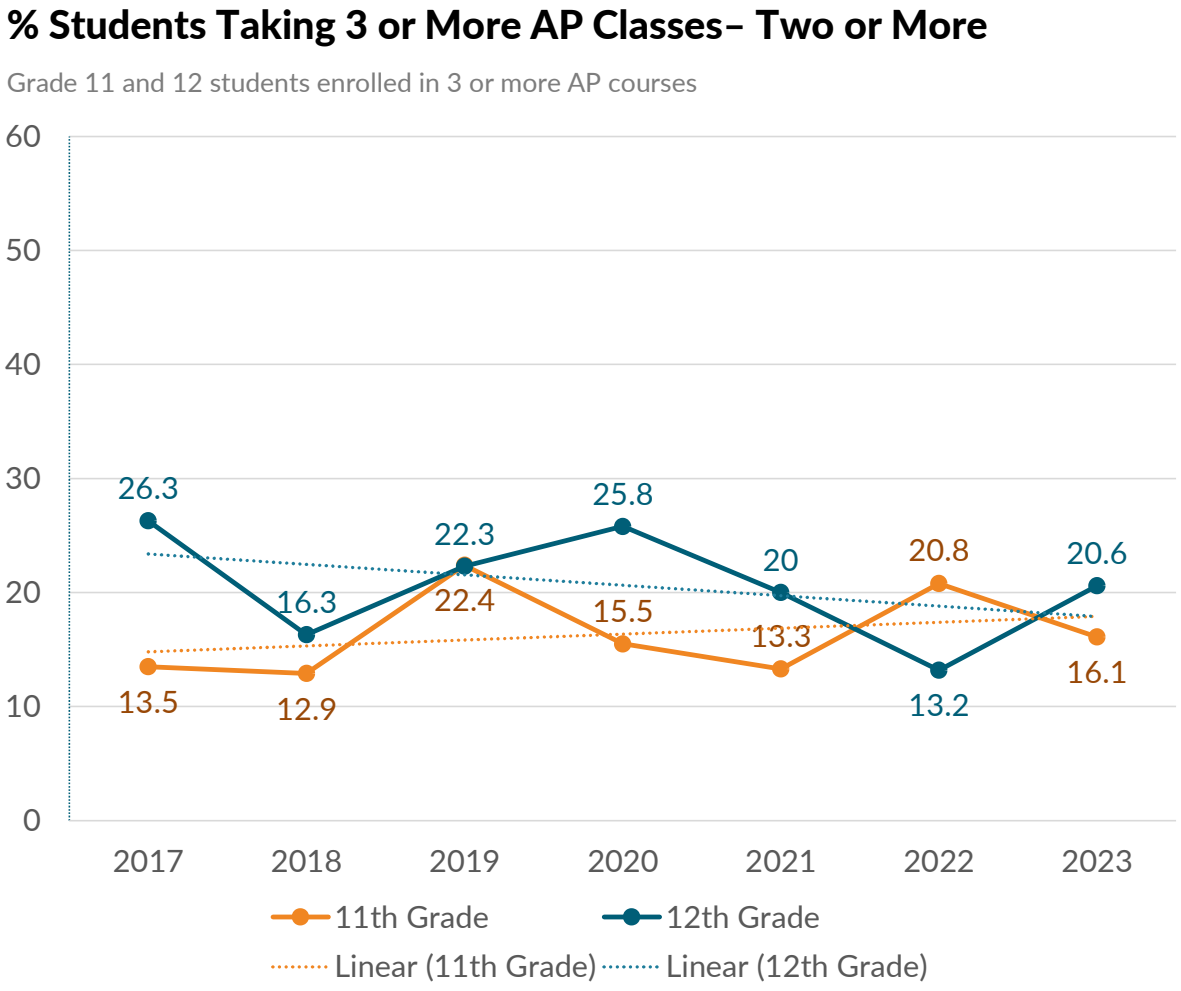
AP Courses

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



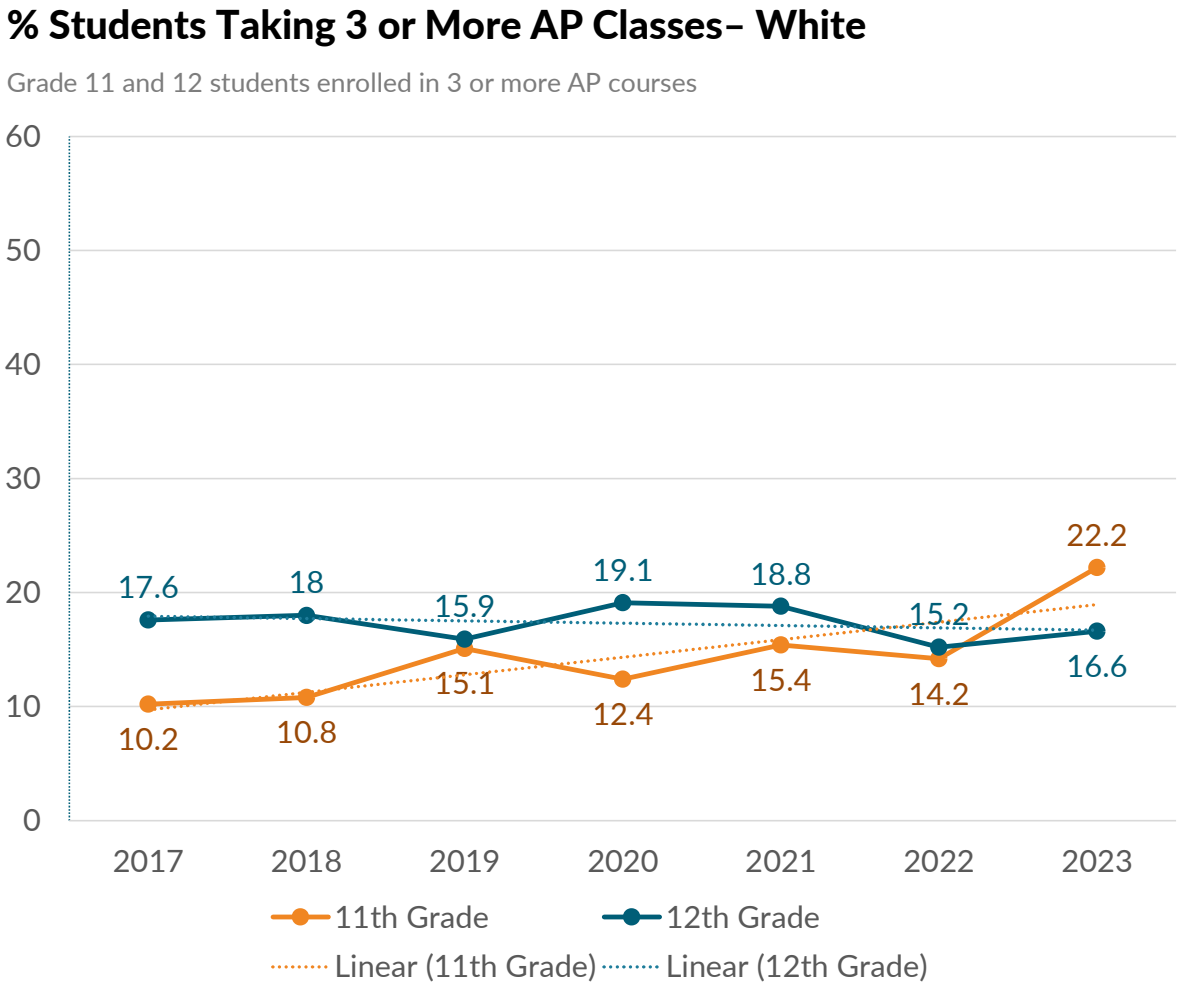
AP Courses

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



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

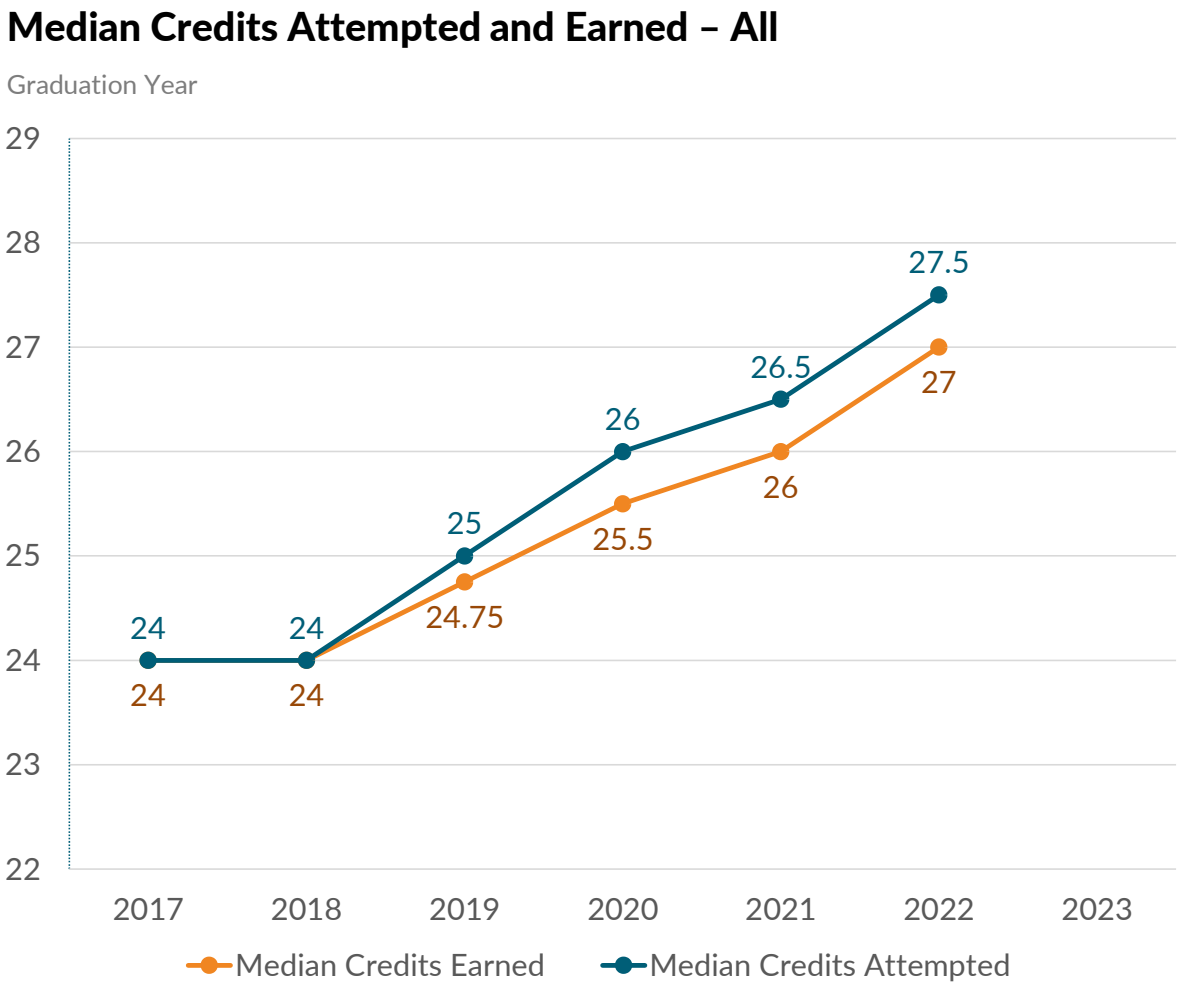


AP Courses

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

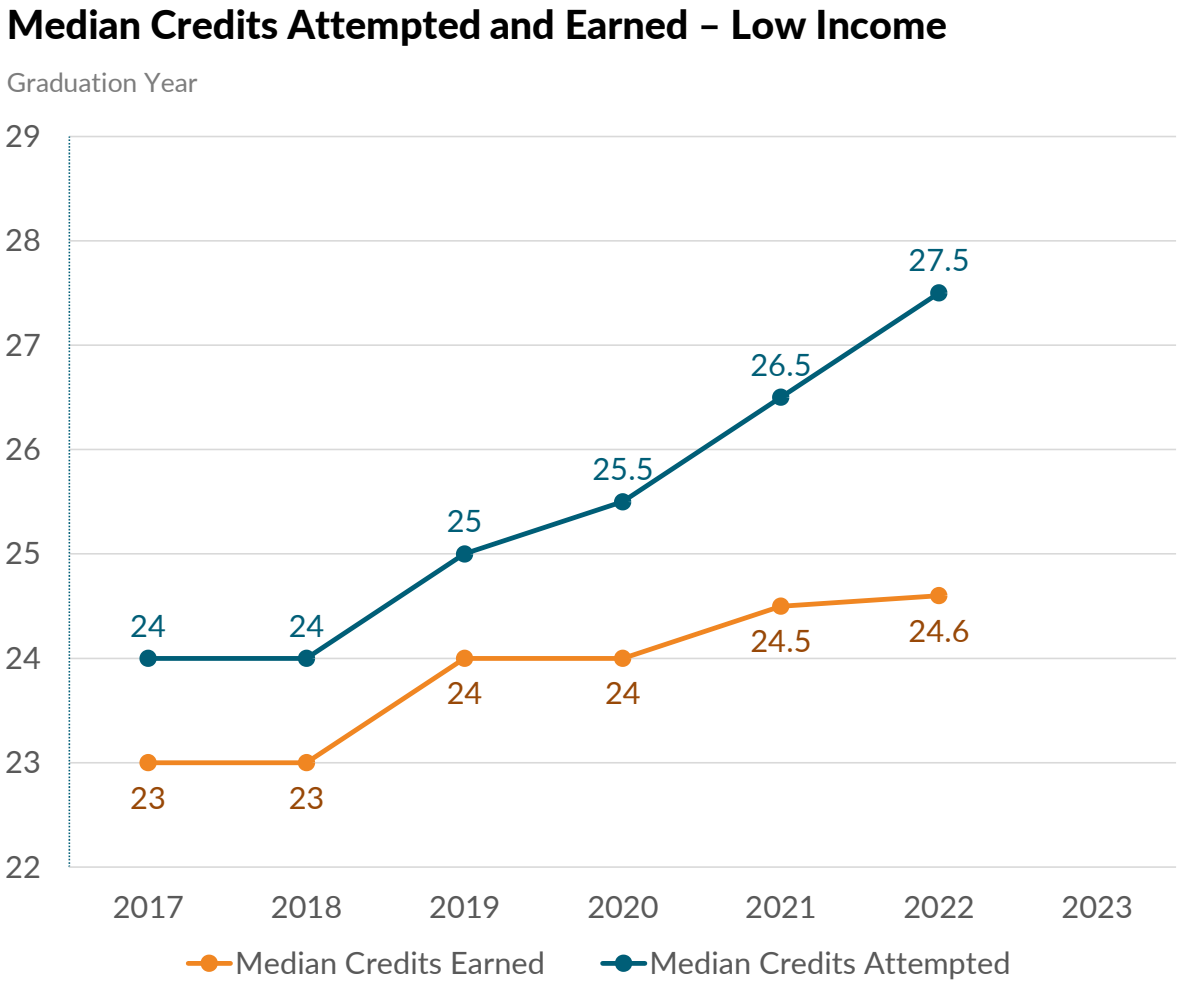
Group 5

Credits Earned and Attempted



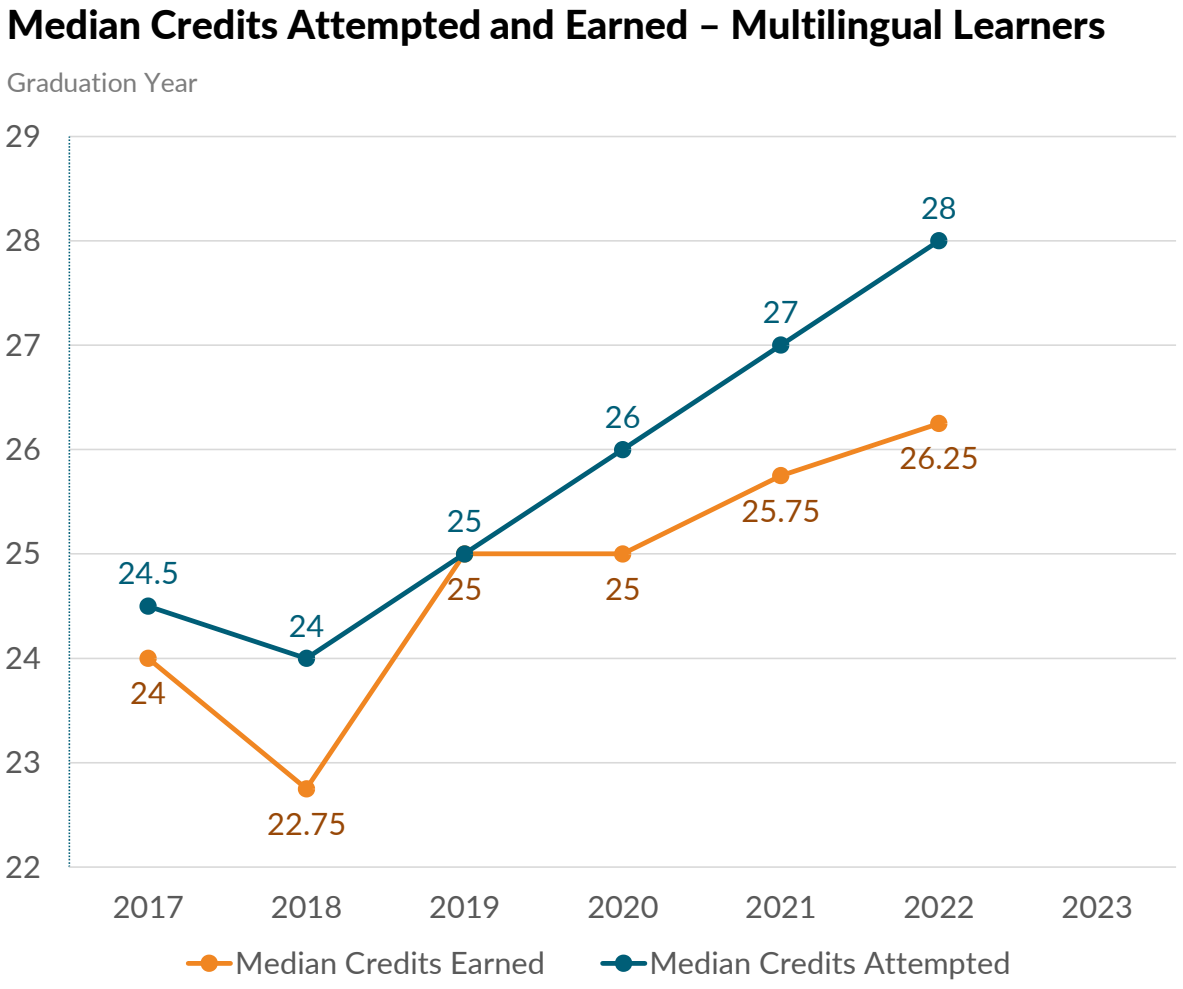
Credits Earned

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



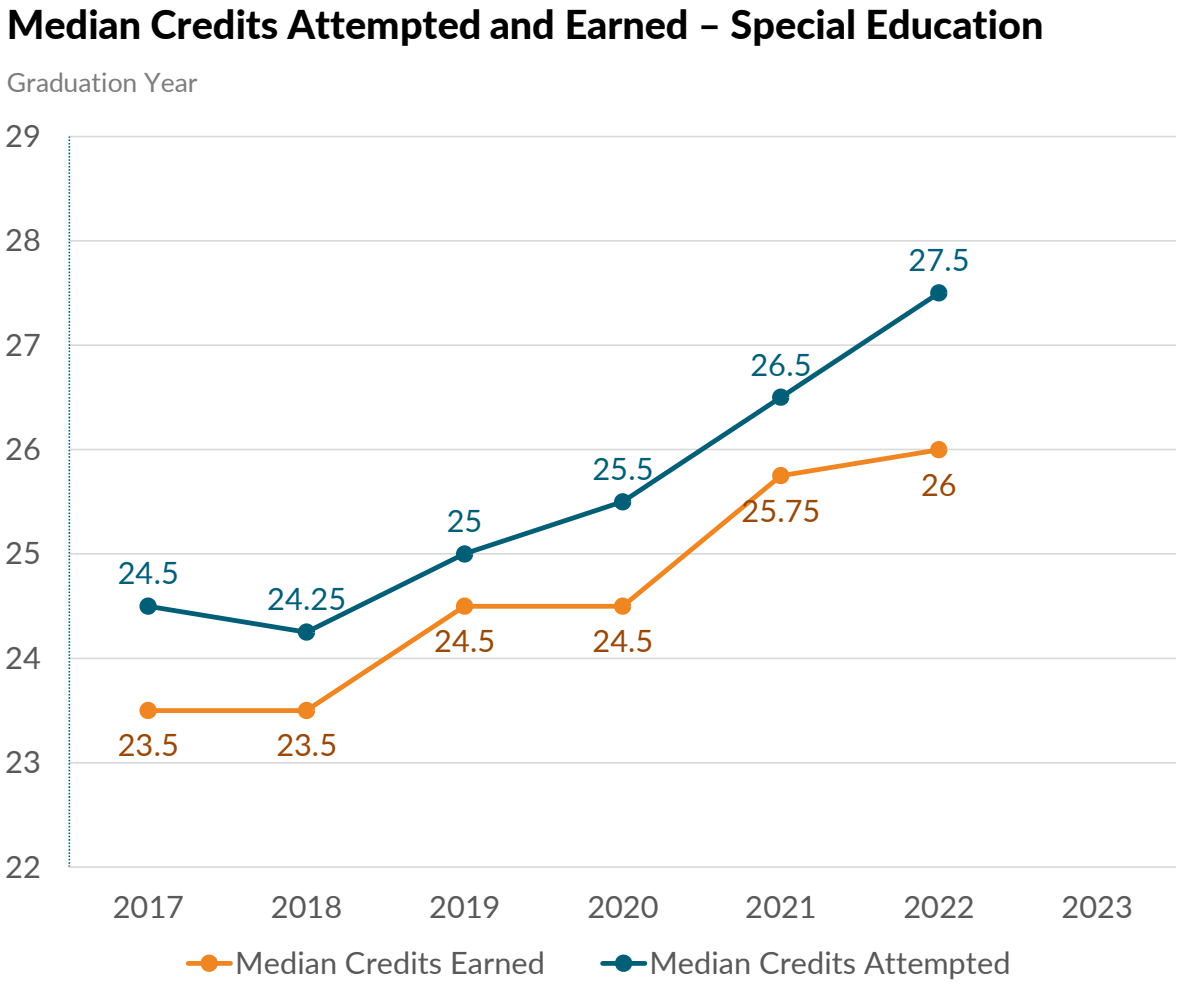
Credits Earned

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



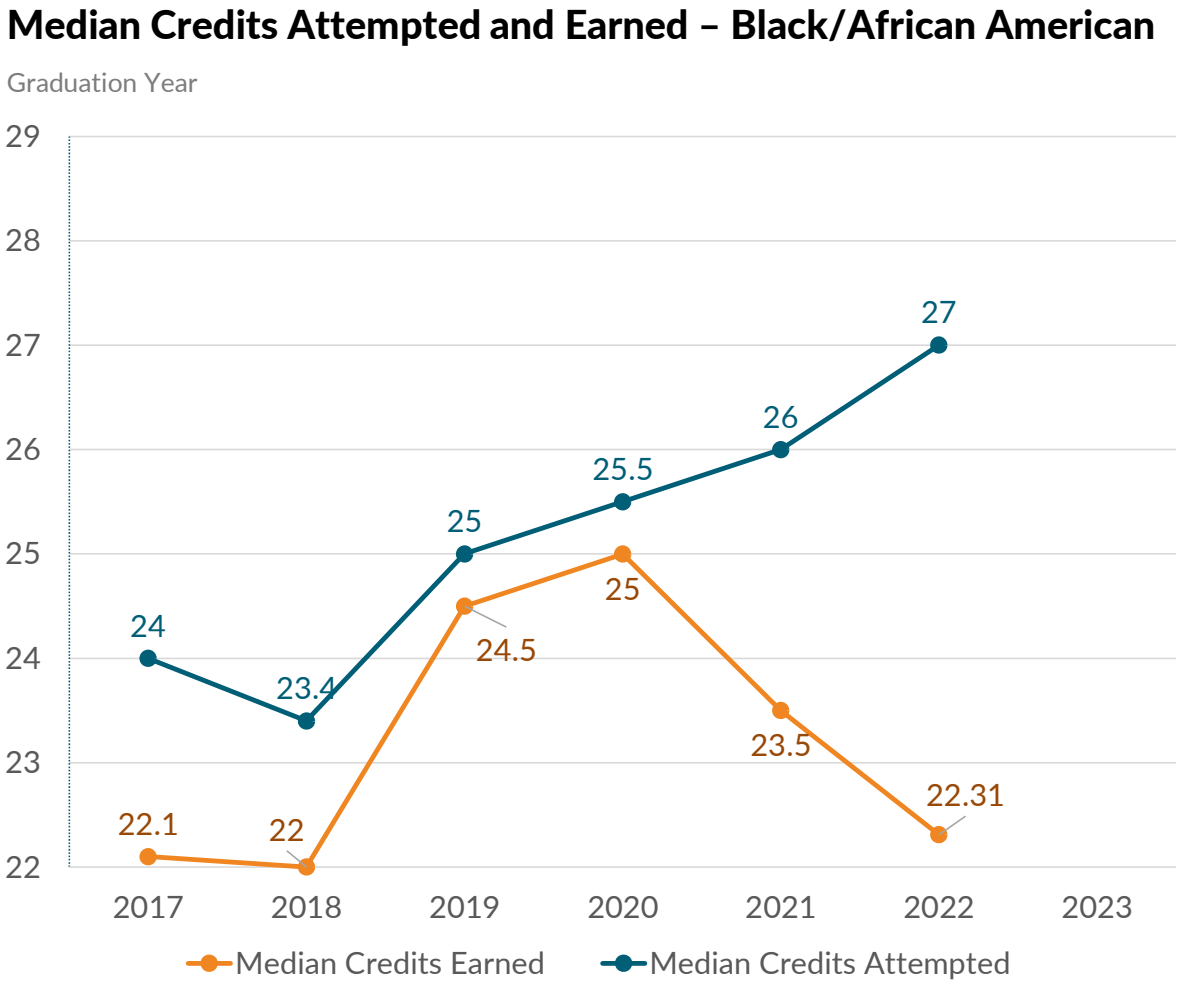
Credits Earned

- Median credits attempted and earned
- Attempts to minimize impact of maximum and minimums
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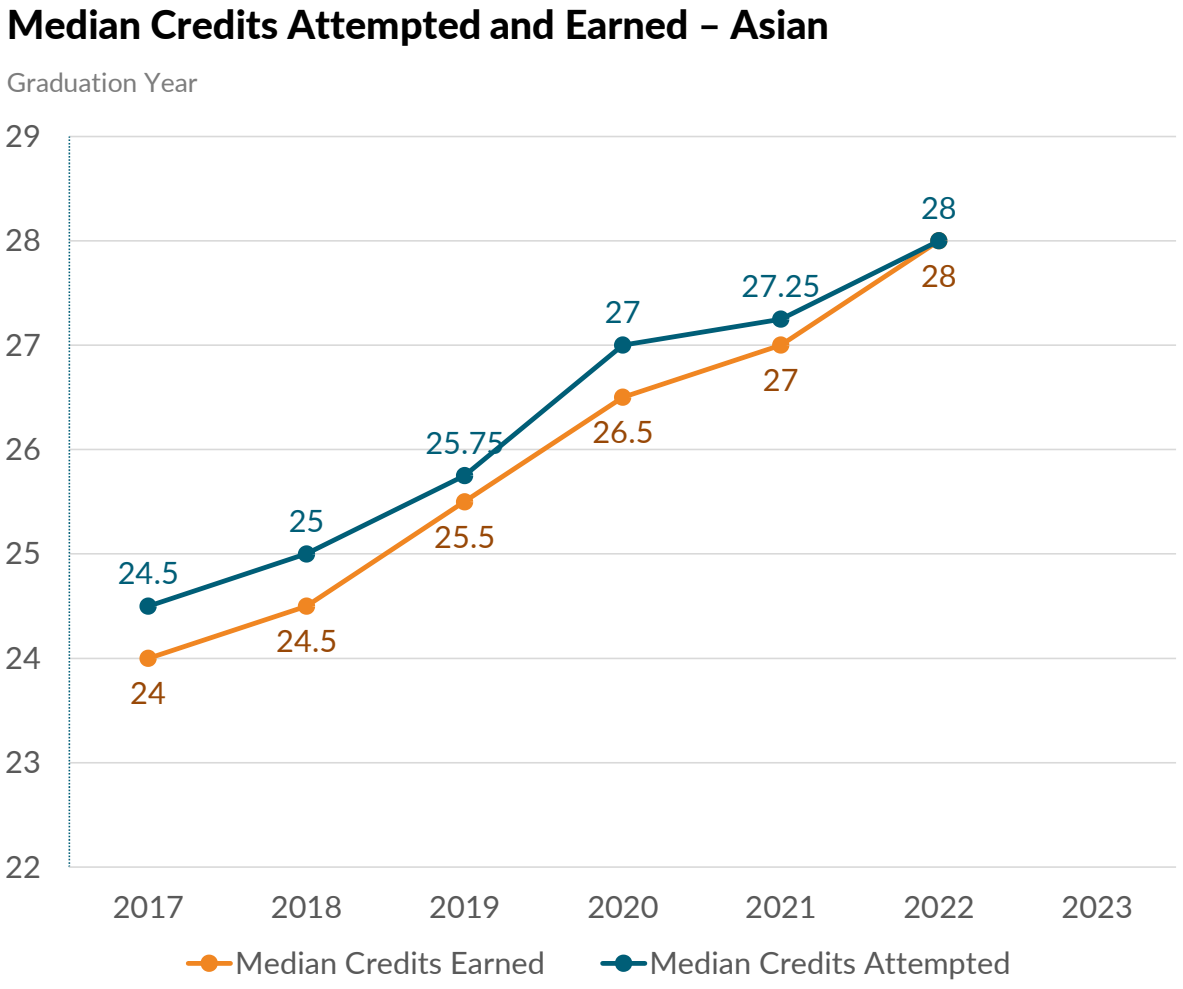
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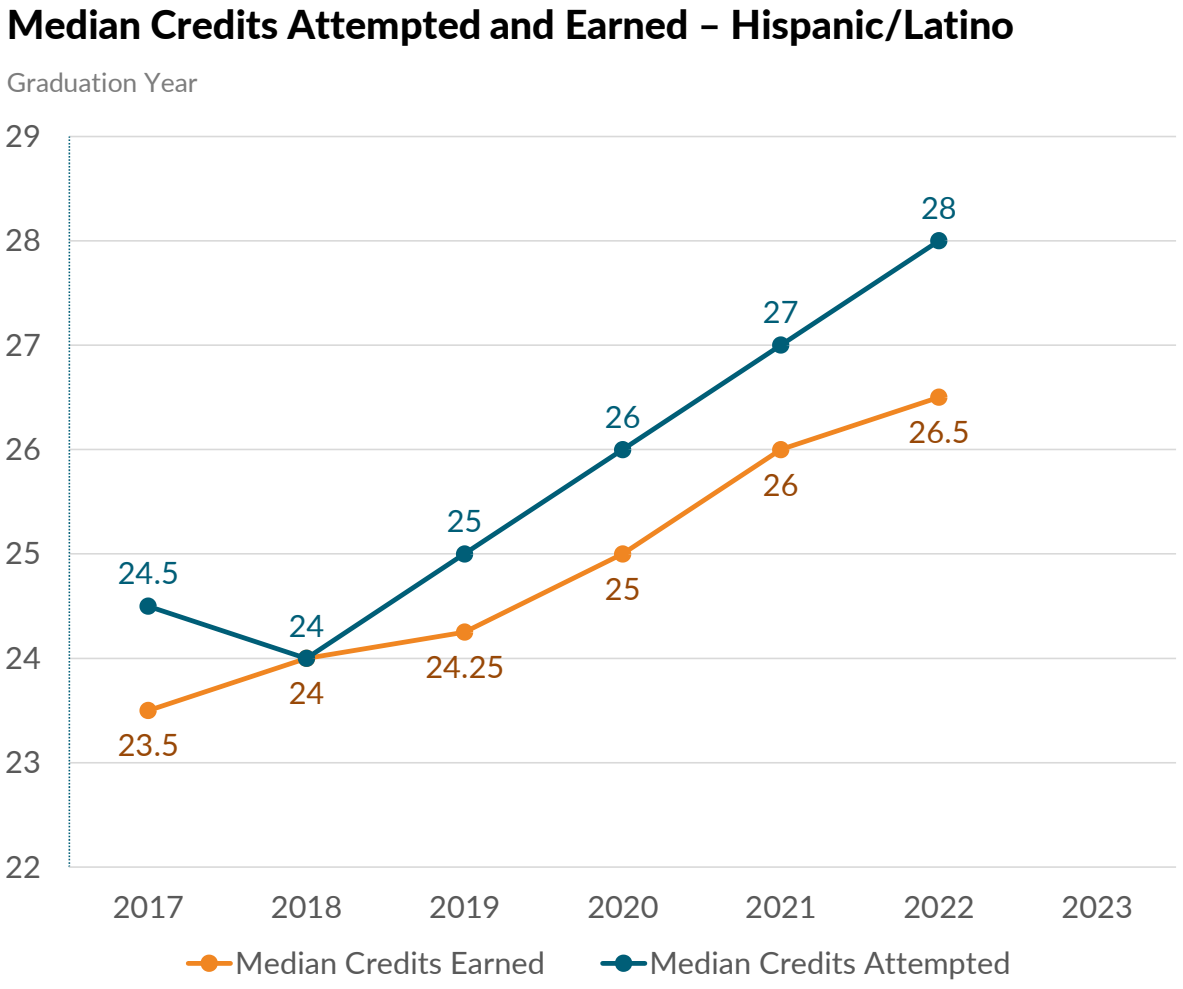
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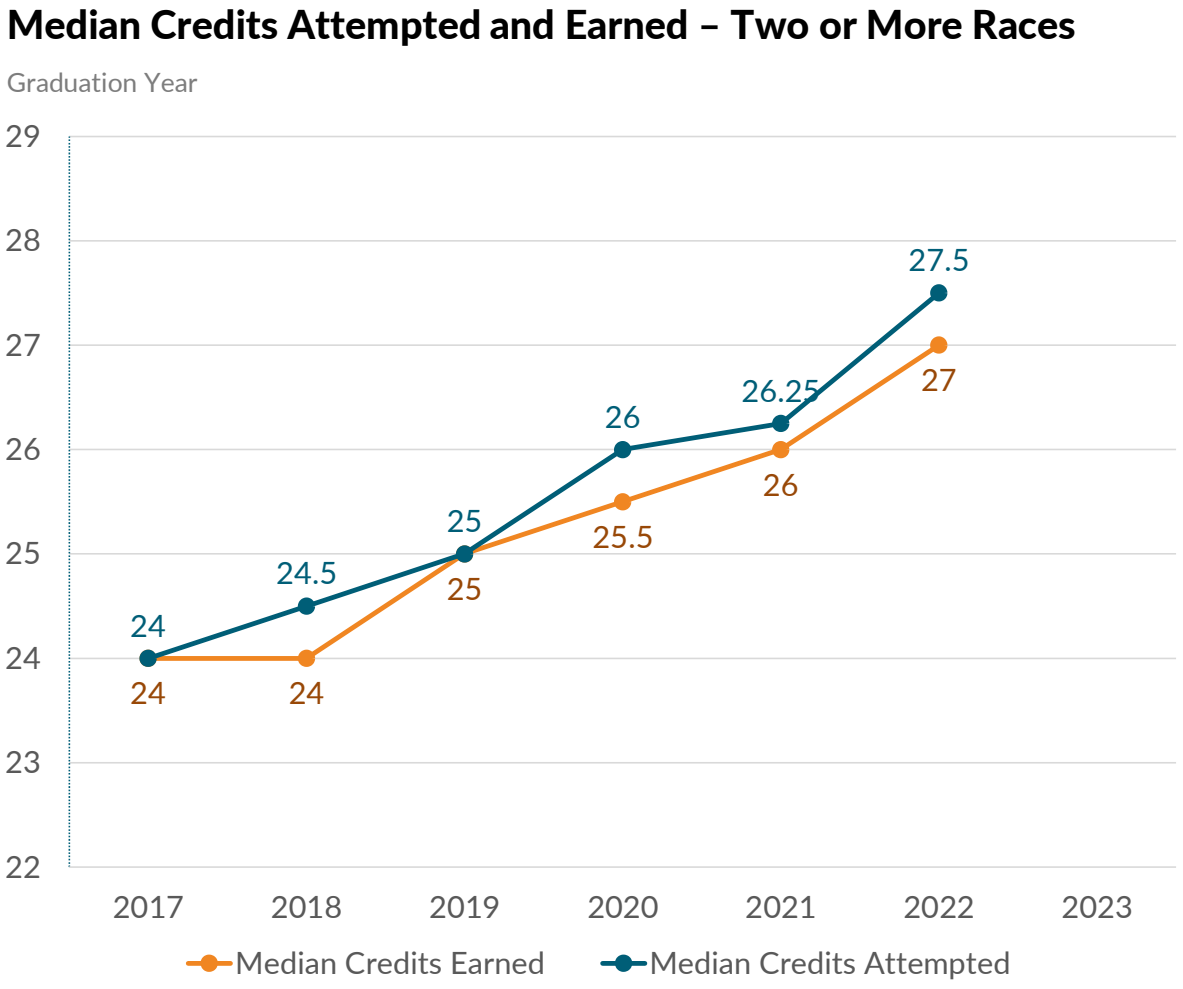
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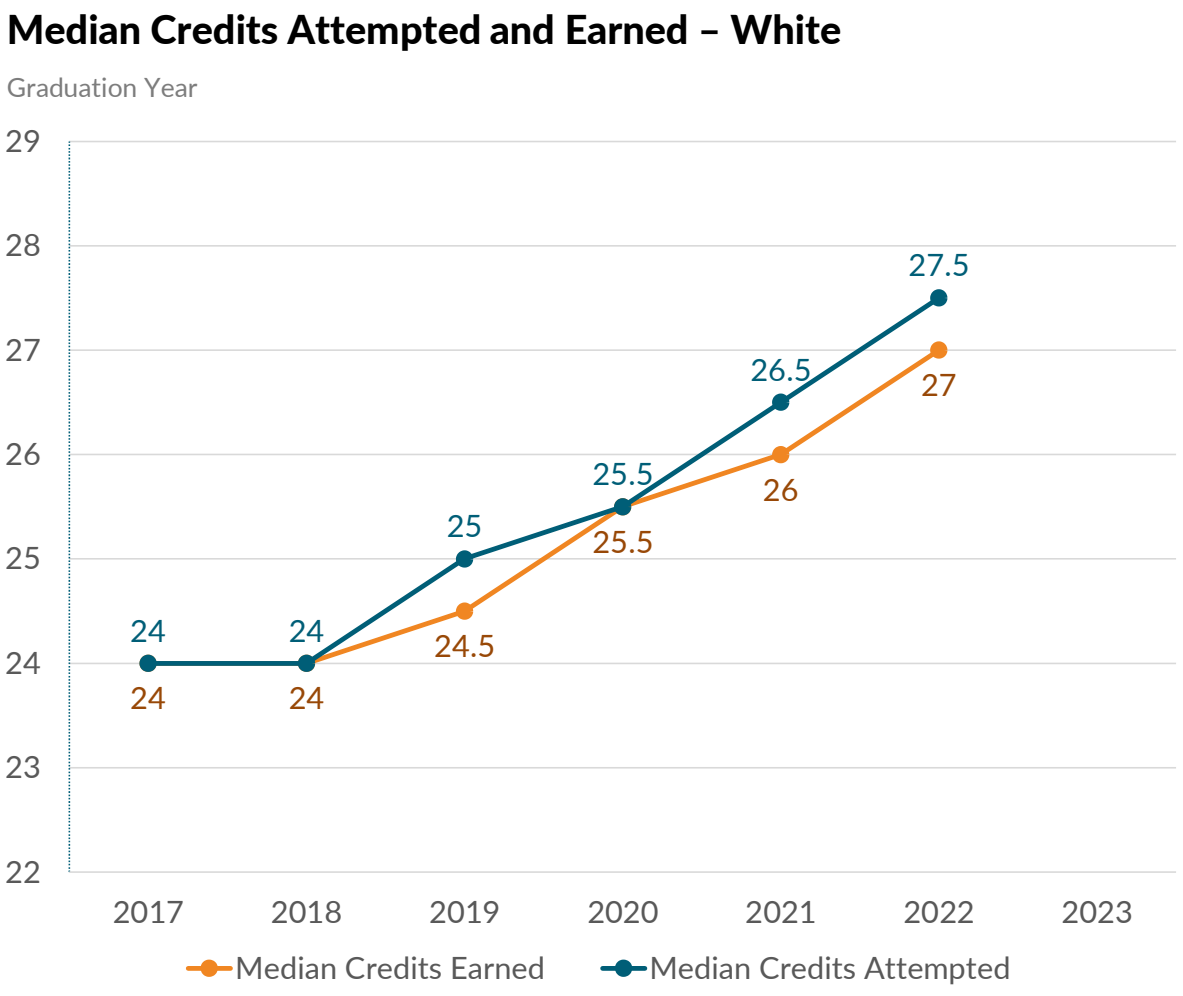
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Pre and Post Grade Distribution for Grades 9-12

Comprehensive High Schools

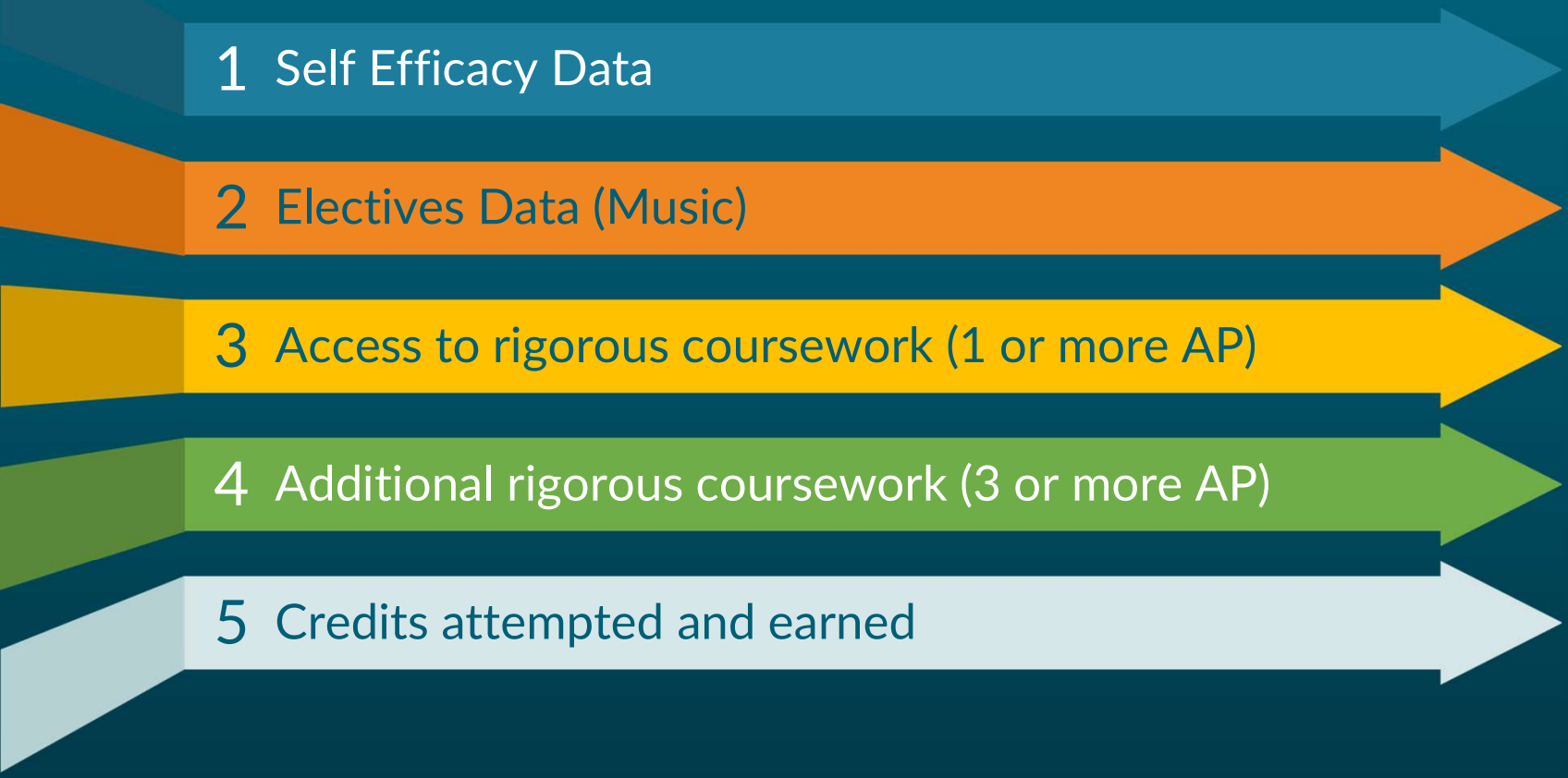
	School Year	A	B	C	D	F/I/N
6 Period Day	15-16	48.5	27.3	13.4	6.1	4.7
	16-17	49.6	27.2	13.0	5.8	4.3
	17-18	49.8	26.6	12.9	6.2	4.6
7 Period Day	18-19	52.9	25.0	11.9	5.6	4.6
	20-21	62.6	18.7	9.2	4.5	5.0
	21-22	60.4	20.9	9.8	4.8	4.1
	22-23	59.3	21.9	9.6	4.6	4.5

% 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

Number On Your Agenda



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?

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.

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?