

Success Criteria

High School Day

Meeting 6 – 4-25-2024

WELCOME BACK

What is one word that describes your week this week? Share why you chose this word with a person from a different table.

HS Day Committee Meeting Objectives

April 25, 2024

Content Language

- Create criteria to evaluate options by working in small groups to establish evaluative criteria from our prioritized and themed interests.
- Establish success criteria to establish when criteria are met both in the decision and implementation by working in small groups to define measurables for success criteria.
- Provide starting points for technical workgroup to develop options by sharing in ideas in the large group setting.

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



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



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



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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? What other options that could meet those interests?

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 with options for socialization and feedback.



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? **What other options that could meet those interests?**

Interest Based Process Steps



Story and Data



Shared Interests (Values)



Options



Solution

Family/Community/Student Survey Comparison of Lowest Results by Level

Lowest Results – Elementary

- 7-period day for high school students
- A variety of alternative options to neighborhood schools (e.g., Choice Schools, Emerson K-12 Family Partnership Program)
- District transportation to and from school
- 4th/5th grade orchestra/band opportunities
- Improved athletic facilities and playfields

Lowest Results – Other

- A variety of alternative options to neighborhood schools (e.g., Choice Schools, Emerson K-12 Family Partnership Program)
- 7-period day for high school students
- Improved athletic facilities and playfields
- New instructional materials or textbooks
- District transportation to and from school

Lowest Results – Secondary

- A variety of alternative options to neighborhood schools (e.g., Choice Schools, Emerson K-12 Family Partnership Program)
- 7-period day for high school students
- Improved athletic facilities and playfields
- New instructional materials or textbooks
- District transportation to and from school

Lowest Results – Overall

- A variety of alternative options to neighborhood schools (e.g., Choice Schools, Emerson K-12 Family Partnership Program)
- 7-period day for high school students
- Improved athletic facilities and playfields
- New instructional materials or textbooks
- District transportation to and from school

Comparison of Top Results by Staff Group

Top Results – Elementary Staff

- Additional school and classroom support staff
- Small class sizes; teacher to student ratio
- Safety Net (intervention programs)
- School counseling supports
- Clean and well-maintained buildings

Top Results – Middle School Staff

- Additional school and classroom support staff
- Small class sizes; teacher to student ratios
- High school athletics
- School counseling supports
- Secondary performing arts access and opportunities

Top Results – High School Staff

- Small class sizes; teacher to student ratios
- Clean and well-maintained buildings
- Secondary performing arts access and opportunities
- Additional school and classroom support staff
- Career & Technical Education courses and opportunities

Top Results – Overall

- Small class sizes; teacher to student ratios
- Additional school and classroom support staff
- Safety Net (intervention programs)
- School counseling supports
- Clean and well-maintained buildings

Comparison of Lowest Results by Staff Group

Lowest Results – Elementary Staff

- 7-period day for high school students
- A variety of alternative options to neighborhood schools (e.g., Choice Schools, Emerson K-12 Family Partnership Program)
- Improved athletic facilities and playfields
- 4th/5th grade orchestra/band opportunities
- New instructional materials or textbooks

Lowest Results – Middle School Staff

- 7-period day for high school students
- New instructional materials or textbooks
- A variety of alternative options to neighborhood schools (e.g., Choice Schools, Emerson K-12 Family Partnership Program)
- Improved athletic facilities and playfields
- 4th/5th grade orchestra/band opportunities

Lowest Results – High School Staff

- A variety of alternative options to neighborhood schools (e.g., Choice Schools, Emerson K-12 Family Partnership Program)
- Teacher training and professional development
- New instructional materials or textbooks
- Improved athletic facilities and playfields
- 4th/5th grade orchestra/band opportunities

Lowest Results – Overall

- 7-period day for high school students
- A variety of alternative options to neighborhood schools (e.g., Choice Schools, Emerson K-12 Family Partnership Program)
- Improved athletic facilities and playfields
- New instructional materials or textbooks
- 4th/5th grade orchestra/band opportunities



Timing

Backwards planning from the 25-26 school year.

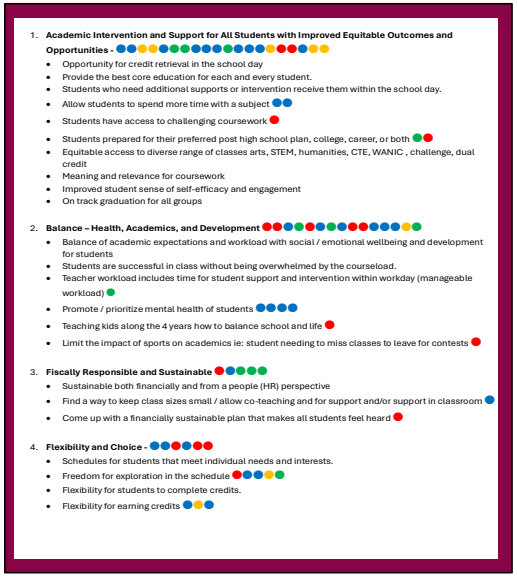
Need for a Long Runway

- Schedule building begins in October for following year
- Time to engage
  - Students
  - Staff
  - Families
- Thoughtful implementation planning
- Fully vetted option before decision is made



Tonight's Work: Build on Interests

Determined in last meeting, the prioritized list accurately portrays the interests. This is what we're going forward with and will form the basis of our recommendation.



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

Small Group Work

Criteria from Interests

In Table Groups

Each table will take a theme and corresponding interests to distill into criteria and define success criteria and data sources LWSD can use to evaluate options against our interests.

Guiding Questions:

- What does success look like for this criterion?
- What specific benchmarks or indicators would tell us that this has been met?
- How can we measure whether an option meets these success criteria?
- What data or feedback could we collect to evaluate success?

Criteria from Interests: 4 Columns

1	2	3	4
Criteria	Description	Success Criteria	Data Sources

Criteria from Interests: 4 Columns

1

Criteria

Purpose: Represent the focus area derived from the interest

Method: Review interest, identify key concepts and desired outcomes. Translate to concrete goals or objectives broad enough to encompass multiple factors, specific enough to measure.

2

Description

3

Success Criteria

4

Data Sources

Criteria from Interests: 4 Columns

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Purpose: Represent the focus area derived from the interest

Method: Review interest, identify key concepts and desired outcomes. Translate to concrete goals or objectives broad enough to encompass multiple factors, specific enough to measure.

2

Description

Purpose: Provide additional context, what is it and why is it important

Method: Extended definition that links the criterion to the original interest. What it means and why it is important.

3

Success Criteria

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Success Criteria

Purpose: Outcomes or benchmarks that indicate when a criterion has been achieved

Method: What does success look like, qualitative or quantitative. Realistic, actionable, and aligned with the description.

4

Data Sources

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Purpose: Outcomes or benchmarks that indicate when a criterion has been achieved

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Data Sources

Purpose: Data to collect and how to assess if criteria are being met

Method: Consider sources that are readily available and reliable for accurate evaluation. Identify and align relevant data sources and criterion.

Criteria	Description	Success Criteria	Potential Data Sources
Financial Sustainability	The schedule is cost-effective and within budget constraints.	• Schedule implementation costs do not exceed budget parameters. • Budget projections indicate long-term sustainability of staffing model. • Staffing model aligns with budget	• Budget reports align revenue and expenditure on staffing • Financial projections demonstrate long term viability of staffing model
Human Resource Sustainability	The schedule promotes a balanced teacher workload, reasonable class size, and sustainable staffing model.	• Manageable workloads • Class sizes remain consistent • Teacher turnover rates remain steady or decrease • Staffing model is predictable	• Teacher surveys on workload and satisfaction< • HR staffing levels • Class size statistics • Teacher retention data
Class Size	The schedule maintains manageable class sizes.	• Class sizes consistently within district guidelines • Classes with higher needs (e.g., special education) have sufficient support including co-teaching opportunities • Positive teacher feedback on workload	• Enrollment reports and remedies for overloud remain consistent or decline. • Teachers report manageable workload on district surveys
Student Voice	The schedule facilitates on time graduation and improving student reported sense of efficacy over time.	• Graduation rates remain high • Graduation rates climb for demographic groups that currently trail the district average • Participation rates in rigorous courses climb for groups currently underrepresented • Students report increased sense of self efficacy around academic workload.	• Graduation rates demonstrate growth for demographic groups and remain overall high • Panorama survey data, particularly around self efficacy, trends more positive over time.

EXAMPLE
Our Interest

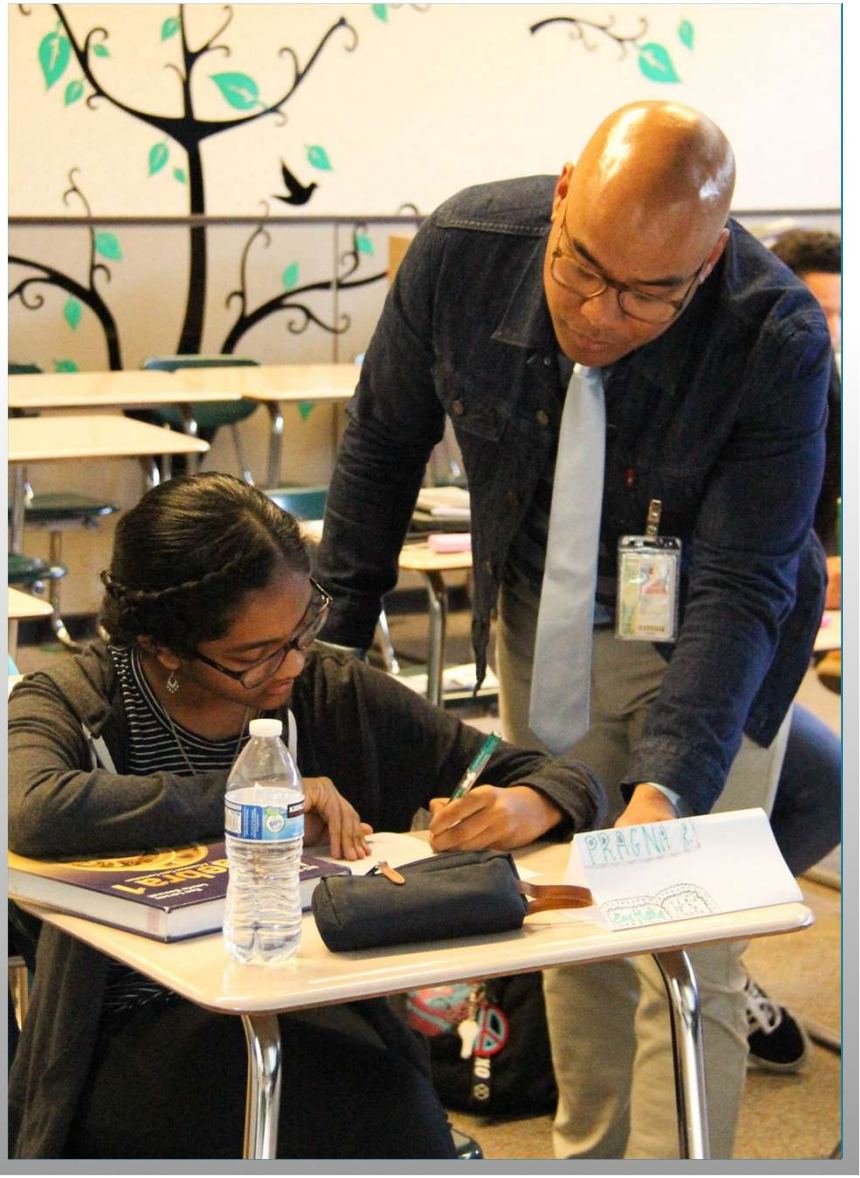
3. **Fiscally Responsible and Sustainable**

- 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

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



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

Modified Gallery Walk

Round 1

Familiarize yourself with what is on the chart

Modified Gallery Walk

Round 1

Familiarize yourself with what is on the chart

Round 2

Questions – Connections – Feedback (warm and cool)

Modified Gallery Walk

Round 1

Familiarize yourself with what is on the chart

Round 2

Questions – Connections – Feedback (warm and cool)

Round 3

Group response to feedback – table groups



Share Out



Next Steps:

- Draft report on process and progress to date including the work we did tonight
- Develop options for consideration
- Evaluate feasibility of options to select one or two preferred
- Community engagement around options
- Make a recommendation by late September
- Next meeting TBD