HS Day Committee
Meeting Agenda
November 16, 2023
5:00 PM – 7:00 PM

---Time	**Topic** - Responsibility	Description / Materials / Notes - ***Notes on discussion including focus questions and any materials needed.***
10 Min	Welcome and Agenda Overview	The facilitator began the meeting by welcoming committee members and had members who were not in attendance in October introduce themselves to the whole group. Several students have also been added to broaden the student voice on the committee. The facilitator reviewed the objectives for the meeting: • 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. The agenda was described as ambitious, understanding we may not be able to accomplish everything planned for the evening. The content can shift to the following meeting. Committee members were invited to pick a group condition for their own personal focus for the meeting. The meeting will be a lot of time spent working in groups. Participants were asked to read through parts of the Operational Expectation 14 report shared at the prior school board meeting. OE14 is the Board Policy pertaining to equity, diversity, and inclusion. OE14 is a lens through which we as a committee need to consider our work to understand the impacts of the change to the 7-Period Day. Participants engaged in a conversation with a partner about what they read and how this policy might come into play in our work tonight and moving forward. The facilitator shared a list of intended outcomes taken from a December 2017 Board Meeting: • 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 As we dig more into the story of the 7-period day, these are additional things we should be paying attention to see what was achieved and not, and who may be benefiting or not, and what were intended and unintended impacts. This lead into the next agenda item.
60 Min	Story: Data	Facilitator reminded committee we are using an interest based process, similar to what is used in negotiations with our teacher's association, to help keep our work focused on interests and options to meet the interests rather than specific positions. We will do additional work in this regard, but tonight is mostly about continuing to build our understanding of the story through examining data. Participants were encouraged to focus on what the data was suggesting without applying judgment

		through labeling things good or bad or positive or negative at this point. Participants were also encouraged to understand data does not necessarily indicate causal relationships or events, and while the data examined will look across pre and post 7-period day, there are many factors involved. As a warmup, the facilitator had the full group examine chart with data views and likes data pertaining to a video about ducks on the internet. The data showed a rapid rise, which through discussion could be attributable to many factors, illustrating that examination of data is one of multiple factors that must be considered as we continue our work. The facilitator shared the following assumptions and business rules used in preparing the data sets the committee would examine in the meeting: • **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 person / 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 kept 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. Pay note to the scales. • **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. For example: one measure of rigorous coursework for this exercise is defined as AP. Music electives are used as a representative of overall access to high interest electives. Additional business rules were shared on each slide relevant to the specific data set being shown. Data from the start time work last year was relevant in terms of a common sentiment expressed by students who both supported and did not support or were neutral on the start time change surveying was the notion of workload. Changing the start time didn't do anything about the workload for students. Another slide was shown with data on changes in Running Start enrollment over time. Post pandemic there has been a decrease in terms of percentage, although likely an increase in numbers from comparison to 2017 data. More students overall but a smaller percentage enroll in Running Start. Other factors could be shifts to college in the high school, especially as it is now no cost for students and families. This data was shown as an example of a method of looking at partial enrollment. Additional data will be examined in a future meeting. Participants were distributed into groups to dig deeper into one of five data sets: 1. Self-Efficacy Data from Panorama Surveys 2. Electives Data – Music 3. Access to Rigorous Coursework – 1 or more AP classes 4. Additional Rigorous Coursework – 3 or more AP classes 5. Credits attempted and earned.

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		Committee members met in groups to first individual record at noticing and wonderings. Noticing was describing what you are seeing in the data. Wondering is questions the data is raising. Facilitator encouraged participants to maintain the focus on the scope of our work together as a filter for viewing and connect back with OE14. Participants shared and discussed noticings and wonderings in table groups and charted their thinking organizing into themes or alike notions. Participants were then encouraged to view the other groups' work to gain understanding of the other data sets being examined. Each group then shared a high-level summary of what the data was suggesting. This process took the majority of the meeting time. Facilitator thanked the committee for their thoughtful work and will take the charts and compile them to bring back to the next meeting.
45 Min	Interest Based Process	*Moved to next meeting*
5 Min	Reflection / Feedback	At 6:52 participants were asked to complete their reflection / feedback for the next meeting. The facilitator noted that the feedback was helpful in planning more interaction for this meeting based on feedback from the last, so suggestions are encouraged to help meet the committee's needs. Meeting adjourned at 7:00 PM.

Next Meeting Items:

Interest Based Process – Generating Interests
Additional Data Questions
Community Engagement

Future Meeting Dates: 12/14 Meeting will be at RHS Library

~~10/19/2023~~	2/15/2024
~~11/16/2023~~	3/7/2024
12/14/2023	4/25/2024
1/25/2024	5/16/2024