May 23, 2024

HIGH SCHOOL DAY

RECOMMENDATION TO THE SUPERINTENDENT ON THE HIGH SCHOOL SCHEDULE

Abstract

The Washington State Board of Education adopted new graduation requirements in 2014, beginning with the class of 2019 and beyond, requiring twenty-four credits to earn a high school diploma. In response, the Lake Washington School District formed a committee in 2015 to examine both high school start times and the daily schedule to align to research on adolescent sleep and adapt to new graduation requirements. At the end of a two-year process, the committee recommended the district move from a 6-period / class to a 7-period / class, per semester high school schedule. The district implemented the new schedule in the 2018-2019 school year.

In September of 2023, a second committee was convened to examine the impacts of the 7-period day, in part driven by anecdotal data around student academic workload and the increasingly prohibitive sustaining cost of the seventh class period. This committee worked through the 23-24 school year to first examine and understand the impacts of this change through relevant data analysis. The committee employed an interest-based process to examine both the original intended outcomes as well as define preferred continuing outcomes in this data analysis. This report discusses the findings, offering insight into the impacts of the 7-period schedule and provides recommendations for future work.

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Background on Graduation Requirement Changes and the 7-Period Day

High school graduation requirements in the State of Washington have been changed both at the State level by the State Board of Education as well as the local level through Board Policy. The most recent change in credit requirements for graduation occurred when the State Board moved from a 20-credit requirement to a 24-credit requirement. Lake Washington School District, prior to the change at the state level, from 2016-2018 had a 22-credit requirement, requiring two credits in a foreign language prior to the requirement implemented by the State as part of the shift to a 24-credit diploma. Table 1 summarizes the changes in high school graduation credit requirements from pre 2013 through the present.

Pre 2013		2013-2015		2016-2018		2019 - present	
English	3	English	4	English	4	English	4
SS	2.5	SS	3	SS	3	SS	3
Science	2	Science	2	Science	2	Science	3
Math	2	Math	3	Math	3	Math	3
PE	1.5	PE	1.5	PE	1.5	PE	1.5
Art	1	Art	1	Art	1	Art	2
CTE	1	CTE	1	CTE	1	CTE	1
Electives	5.5	Electives	4	Electives	4	Electives	4
Health	0.5	Health	0.5	Health	0.5	Health	0.5
				World Language	2	World Language	2
Total Credits	**19**		**20**		**22**		**24**

Table 1

Prior to 2013, students graduating high school in the State of Washington needed a total of nineteen credits distributed across the categories shown in Table 1 to graduate. Changes for the classes of 2013-2015 included an additional credit requirement in English and Math along with a half credit addition in Social Studies. For the classes of 2016 through 2018, the Lake Washington School District added a two credit World Language requirement. The State Board of Education changed the total high school credits required to 24-credits for the class of 2019 and beyond. The local World Language requirement became codified as a state requirement beginning with the class of 2019 and beyond, and additional credits were required in Science and Art.

During this time, many districts, including Lake Washington, utilized high school schedules that included up to six classes, resulting in a potential total of 24-credits across a four-year high school experience. As the State and District added additional credit requirements in subsequent years, the cushion between total possible and required credits was eliminated for 6-class schedules, and consequently, some of the flexibility for students to take additional coursework of interest diminished, although the elective requirements were consistently 4 credits from 2013 to the present. Additionally, with exactly the possible credits needed for graduation, there was concern in Lake Washington and other districts about the potential for missing credit in one or more courses to effectively render on-time graduation impossible. The shift to the 24-credit requirement is when many districts, including Lake Washington, began to examine alternative high school schedules to a traditional six period day.

Lake Washington formed a committee led by district staff in 2015 and charged it with two tasks. The first was to examine the start times for district high schools and attempt to align them with research on adolescent sleep. The second task was to examine schedule alternatives to the six-period high school day. This committee worked for two years to arrive at a recommendation to add 20 minutes to the school day and move the district to a seven-class high school schedule for the 2018-2019 school year. This change is commonly referred to in the district as the seven-period day, although most high schools run some form of a modified block schedule and not a straight seven-period daily schedule. The committee did not make a recommendation on the start time task at that time.

It is important to note that the documentation from the 2015 committee's work is minimal, and what is included here is taken from presentations and updates to the Board as well as staff recollections of the work. The committee examined multiple scheduling options, including block scheduling and the seven-period day. A distinguishing factor between block scheduling and a more traditional period schedule is the length of class periods, resulting in changes to instructional practice and the sequencing of coursework for a true block schedule. Recollections indicate that the change to a block schedule had greater initial costs in terms of professional learning and planning, consequently making it more challenging to implement. The seven-period day, while still requiring substantial change, was not dramatically different in course design from the six-period day most staff were accustomed to, making it easier to implement in the short term than other options.

Additional options considered by many districts, including the 2015 LWSD committee, included trimester schedules, which can allow students to earn greater than one credit across a full year, or

block schedules, such as a 4 by 4 block, which allow for greater credit accumulation in a semester system. Both require significant changes in the structure and sequencing of courses as well as the daily instruction of course content. Table 2 includes additional options and the resulting credit potential of each. The committee reached a decision to recommend the 7-period day after 2 years of work without a strong consensus around any of the options.

Option Considered	Potential Credits
6-Period Day	24 Credits
Four by 4 Block	32 Credits
Four by 8 Block	32 Credits
7-Period Day	28 credits
Trimesters	30 Credits
6 with 7 option	24-28 Credits

Table 2

The context at the time the decision was made is important in the overall evaluation of the change to a seven-period day. Many districts evaluated the seven-period option and did not make the shift, due to the sustaining costs of running an unfunded seventh period for all students. State apportionment funds six periods, but the cost of the seventh period was prohibitive for many districts at the time. Lake Washington was amid a period of unprecedented growth with projections expected to continue. Enrollment drives funding in school districts, and this period of continual growth allowed Lake Washington, at the time, to consider and implement the more costly long-term seven-period day.

Incidentally, the district prior to and after the change to the 7-period day has continued to offer limited zero and eighth period, before and after school, course opportunities for students, resulting in a schedule that offers up to nine class periods for some students. While rare, there are students who have taken a 9-course schedule, and others were utilizing the 8-course schedule prior to the change.

Potentially
9 classes
36 Credits

Capacity does not exist for every student to take 0 or 8 periods, but it is an option for some students and specific classes.

In a December 2017 presentation to the Board, district representatives communicated the following list of intended benefits for the shift to the 7-period day:

- 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.

Figure 1 summarizes additional rationale for the change taken from a March 2018 meeting of the Board of Directors. Much of the rationale for the change related to additional course opportunities for credit retrieval and pursuit of high interest electives.



Figure 1

Metrics to evaluate or study impacts of the change were not established at the time of the 2015 committee's recommendation outside of this list of intended outcomes, consequently this list was in part used by the current High School Day committee to develop a methodology for understanding at least the intended impacts of the district's move to the 7-period day.

In January of 2023, a different stakeholder committee made a recommendation on start time changes to adjust start times of schools to allow high schools to begin their student day at 8:30, with a few choice school exceptions. This work completed the work of the original workgroup from 2015, however as part of that process an unanswered question arose from the community engagement efforts. Student input in community engagement efforts raised concerns about workload and life balance related to the shift to later start times. A frequent sentiment submitted independently by students in the data collection around start times was that changing start times did nothing to address the burden of their academic workload. This led to additional questions of unintended consequences related to a 7-period high school schedule.

As stated earlier in this report, the context at the time of both committees had a direct impact on decision making. Since implementation in the 2018-2019 school year, the district's fiscal outlook post-pandemic has changed significantly. The impact of the global pandemic on the region and specifically school districts is something the original committee could not have predicted or considered during their deliberations, but it had to be a consideration of the present committee's work.

Since the pandemic, enrollment has steadily declined, primarily in the elementary grades from a peak enrollment in the 19-20 school year by over 1,500 students shown in Figure 2. As the elementary cohorts move through the system and the enrollment bubble currently in our secondary schools exits high school, coupled with declining birthrates and 5-year kindergarten cohort registration percentages impacting future elementary registration, current projections are for the enrollment decline to continue. The trend downward in enrollment will exert continued pressure on the district's financial outlook, necessitating aligning staffing with enrollment and budget adjustments along with conservative fiscal planning to maintain aligned revenue and expenditures over the long term. Figure 3 shows the most recent, at the time of this report, enrollment projections for the district, beginning with the 23-24 school year.

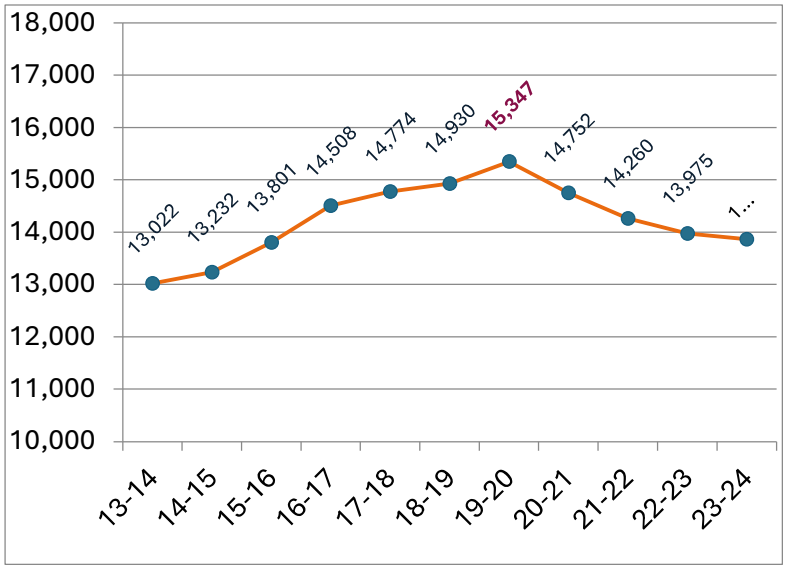


Figure 2

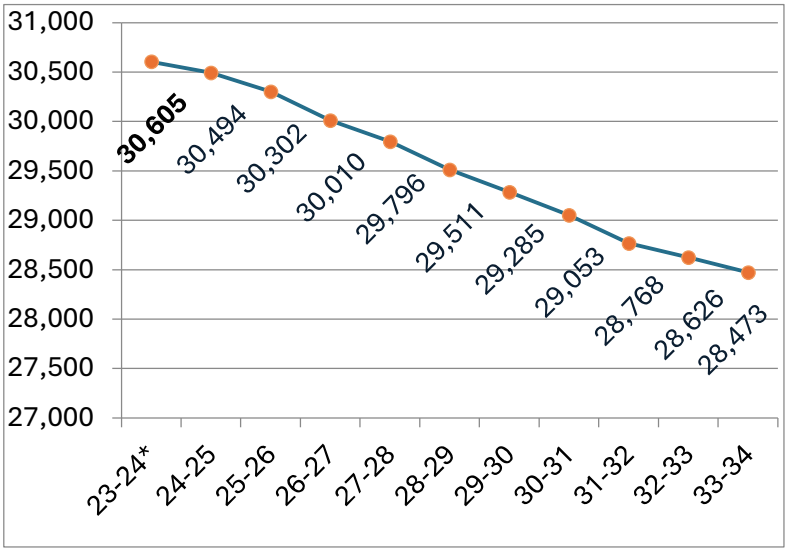


Figure 3

Timeline and Scope of Committee Work

At an August 2023 study session for the LWSD Board of Directors, district staff engaged the Board in discussion on the topic of the high school schedule. A binary option was presented, option one being through an engagement process with community stakeholders, use the 23-24 school year to plan reintroduction of a 6-period day at the high school level as both a cost savings and responsive to student workload measure. Option two was to engage in a longer process across multiple years to study the impacts of the 7-period high school schedule followed by engagement around any change if the committee were to make such a recommendation. The Board and Superintendent chose to pursue option two. District leaders subsequently formed a representative committee in September 2023 from across the district, originally thirty, including students, parents, school, and district administrators as well as teachers. This group met for the first time on October 19, 2023. Dates and agenda synopsis of each meeting is included below:

October 19, 2023 – 5-7 PM (Resource Center)

- Scope of Work
- Policy Connections
- Committee Role
- Reimaging Possibilities with Emerging Tools
- Building Background on the 7-period schedule (Study Session Material)

November 16, 2023 – 5-7 PM (Resource Center)

- Initial Data Presentations
- Generate Additional Questions to Explore
- Using Interest Based Process – remain open to possibilities.

November 20, 2023 – 5-7 PM (Study Session of the Board)

- Board Update on Committee Work
- Data Shared with Committee

December 14, 2023 – 5-7 PM (Resource Center)

- Connecting to Operational Expectation 14 (Equity Policy)
- Positions and Interest – Generating Interests
- Identifying Common and Prioritizing Interests

- Additional Data Analysis

January 25, 2024 – 5-7 PM (Resource Center)

- Continued Refinement of Interests
    - Feasibility
    - Control
    - Equity and Inclusivity
    - Connections
- Continued Data – Budget Surveys

March 7, 2024 – 5-7 PM (Resource Center)

- Categorizing Synthesized Interests
    - Flexibility and Choice
    - Academics
    - Balance
    - Fiscal Responsibility and Sustainability
- Reconcile What We've Observed in Data with Interests and Outcomes

April 25, 2024 – 5-7 PM (Resource Center)

- Moving to Recommendations
- Criteria from Interests to Evaluate Options

May 16, 2024 – Asynchronous

- DRAFT Report Feedback

Early work of the committee included grounding its work in the relevant established Board policies known as Operational Expectations, abbreviated as OE policies. Relevant policies to guide the committee's work were OE-5 Fiscal Planning, OE-11 Instructional Program, OE-14 Anti-Racism, Anti-Discrimination, Equity, and Inclusion in Education. Other policies were certainly relevant too, particularly the Results 1 through 3 policies, but these three Operational Expectations policies guided much of the committee's work to date. OE-14 became central to conversations about varied experiences student groups demonstrated in the data to have relative to the period coinciding with the change in high school schedule.

The scope of work defined for this committee was two-fold and intentionally separated. First, the committee sought to understand the impacts of the change to the 7-period day through empirical evidence by observing changes over time in different data sets. The committee was challenged to not characterize observations in data as good or bad, rather they were encouraged to notice changes in data, sometimes subtle, to see what may have occurred in student experiences. Every change in data is the result of changes in many variables, so the committee did not attempt to establish a causal relationship solely with the 7-period day.

As one example, the district's on-time graduation rate has continued to climb steadily each year reaching the highest on-time graduation rate ever for the class of 2022. While it would be tempting to attribute that to the opportunities presented with a 7-period day, Figure 4 would suggest the LWSD trend, shown in orange, existed before and after the change in graduation requirements and daily schedule. Additionally, the State data, shown in blue, mirrors a similar upward trajectory LWSD. Since many districts still utilize 6-period days or other schedules outside of a 7-period day and are showing similar trends evidenced in the State data, it is much more likely a variety of factors play into both our District's and the State's performance than the daily schedule. These could include changes in demographics, programs, initiatives, or curricula implemented at individual schools, credit retrieval options, or even grading policies in schools and classrooms among many others. The committee regularly wrestled with this complexity in their deliberations.

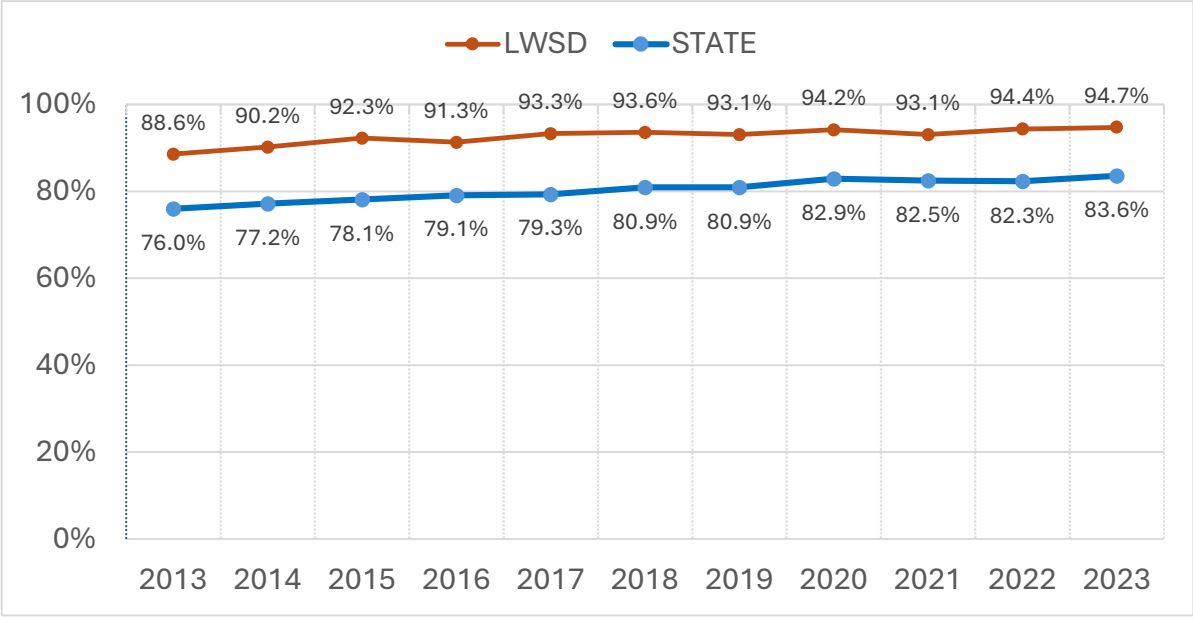


Figure 4

The second part of the committee's scope involved a decision point. Once the impacts of the 7-period day were better understood relative to intended outcomes and the generated interests, the committee was charged with making a recommendation to either examine additional options, the third step in the interest-based process, or determine the current schedule was meeting both interests and intended outcomes and make no further recommendations to the superintendent.

Interest-Based Process

The committee employed an interest-based process to guide the work, focusing on understanding the key impacts and outcomes in aspects of student achievement, course selection, credit accumulation, and student perceptions. The process involved four critical steps:

1. Telling the Data Story
2. Determining Prioritized Interests
3. Exploring Options
4. Arriving at a Recommended Solution

Telling the Data Story

The first step, telling the story, involved a comprehensive description of the current state. The committee utilized various data sets to paint a more detailed picture of achievement, course selection patterns, credits earned, graduation rates. Each of these data sets was also broken down by demographic factors to observe differences in the experiences of distinct groups of students. This was critical in the analysis, given many of the intended impacts involved increasing access and performance by these same demographic factors. By analyzing this data, the committee gained insights into the experiences of our students, highlighting areas of success, and identifying potential gaps between intended outcomes and interests. This narrative served as the foundation for subsequent discussions, ensuring committee members had a shared understanding of the existing conditions outside of their own personal experience and position. By examining trends over time and comparing data, the group contextualized findings within a broader educational landscape, much like the comparison of graduation rates earlier in this report. This shared narrative was crucial for aligning the committee's focus and setting the stage for meaningful discussions.

Determining Prioritized Interests

Once the story was told, the committee moved on to determining interests, both in terms of what was expressed in the limited documentation from the first committee's work from 2015-2017, but also drawing up on the experience and perspectives from the committee members. This step was crucial as it shifted the focus from a specific binary position, either 7 or 6 periods, to the underlying needs and goals aligned with organizational values. Interests can be more easily defined as the why behind many of the positions individuals bring into the discussions. For example, I want to keep the 7-period day because it affords students twenty-eight opportunities to acquire the twenty-four credits necessary to graduate becomes my interest is a schedule that allows students more than the minimal required (24) opportunities to acquire credits to graduate. The latter has many viable solutions while the former has only one. By identifying these interests, the committee avoided becoming fixated on specific solutions and remained open to various approaches. This flexibility was key to fostering collaborative and creative problem-solving amongst committee members. In addition to the list of intended outcomes from the 2017 presentation to the Board:

- 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.

The committee determined a list of prioritized, shared interests. There is considerable overlap in the two lists, however the committee's list is more encompassing and broken down into four distinct yet related categories.

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 support or intervention receive it within the school day.
    - Allow students to spend more time on 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 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 balance to school and life.

3. **Fiscally Responsible and Sustainable**
   - Sustainable both financially and from a people (HR) perspective.
   - Keep class sizes small / allow co-teaching and for support and/or support in classroom.
   - 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.

These interests, in addition to the original intended outcomes, were used both to examine the 7-period schedule as it exists now and determine what next step recommendations would come from the committee.

Exploring Options

With a clear understanding of interests, the next step in the process is examining the current state against the interests and outcomes. At this stage, the committee assessed whether the existing conditions are sufficient to meet the interests and outcomes or if alternative options could provide a better opportunity to realize success. This step began with the analysis of the current state through examination of data, leading to a recommendation to explore different approaches to address identified interests more effectively. Options will be evaluated in terms of the potential to meet the interests and recommendations outlined later in this paper, feasibility to implement, and alignment with the educational values defined in Board policy and the ability of the district to sustain the preferred solution. It is essential at this stage in the process to remain open to diverse possibilities to avoid defaulting to the status quo or preferred positions.

Arriving at a Recommended Solution

Although the committee has not started this or completed the previous step, the final phase will arrive at a recommended solution. Put simply, this entails evaluating assorted options against the

interests and selecting the one that best aligns with the goals. While the committee acknowledged the current state does not fully meet the interests, further work is needed to explore and refine options by a more technical group, and this report contains a recommendation to guide that work. This step requires careful consideration of the pros and cons of the options as well as substantial stakeholder input. Any solution should be implemented with a plan for monitoring and evaluation to ensure achievement of desired outcomes or adjustments as needed based on ongoing feedback and results.

An interest-based process ensured a structured and collaborative approach to committee work, fostering a deep understanding of the issue, and selecting a solution that aligns with District and Board expectations and committee and community interests. By maintaining a focus on interests rather than positions, complex challenges were collaboratively navigated.

Related Data Analysis and Findings

In 2017 when the recommendation was made from the prior committee to shift to the 7-period day, metrics to measure success were not specifically defined. Additionally, no single variable can be responsible for changes in data over the corresponding time span, so finding a causal relationship between the shift to the 7-period day and any specific variable was not possible. Furthermore, gathering perceptual data is challenging given the system's limited recent experience with anything other than the current schedule, since it has now been in place for five academic years, two of which were significantly disrupted by the COVID pandemic. None of our current students or families, unless enrolled from out of district during high school or with former students, would have experience with anything other than the current schedule. Some staff have varied experience that will come into play in the options stage. Perceptual data will become more comparative at that stage as stakeholders envision the impacts of changes from the current state. Questions that arise during that time will be critical to establishing both communication channels and risk mitigation strategies.

Taking this into account, the committee first examined some of the data from the 2017 committee's work. Figure 5 illustrates credit acquisition prior to the State level change to a 24-credit requirement. In LWSD, approximately 82% of the students in the graduating classes of 2015, 2016, and 2017 met or exceeded the 24-credit requirement already, not accounting for specific requirements. This is not surprising given the demographic characteristics of the Lake Washington School District in general. This did provide some indication that even prior to the 24-credit requirement, a significant majority of LWSD students were accumulating enough credits to graduate under the new rules. The committee did not analyze this data set by demographic characteristics, but subsequent analysis of related data highlights different experiences for distinct groups of students.

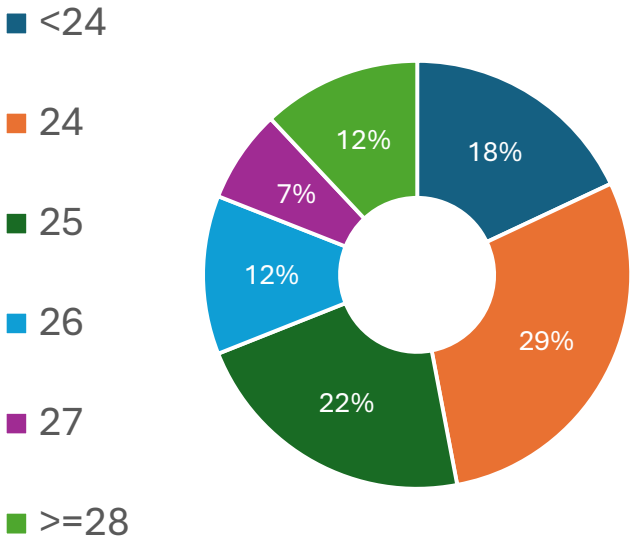


Figure 5

To reiterate, the driving question for the committee was to better understand the changes post-7-period day while attempting not to ascribe arbitrary value to observations. The committee used a consistent set of business rules when examining most data sets. Those were:

Comprehensive High Schools Included

- Choice school data can look very different largely due to the uniqueness of the programming at the choice schools.

Exclusions

- N <10 was 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 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, especially when change was subtle.

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. Other proxy data sets may be used to answer committee questions.

Federal Race / Ethnicity Data

- The data used in this report is data collected by school districts and reported according to the current business rules for race / ethnicity data set forth by the federal government. These business rules can result in some student racial categories being less visible in the data. For example, a student that identifies as only Black/African American will be in the Black/African American category. A student that identifies as Black/African American and White will be in the two or more races category. A student that identifies as Black/African American and Hispanic will be in the Hispanic/Latino of any race(s) category. We acknowledge additional data collection will be necessary as the work progresses.

In June of 2023, in anticipation of this committee work, the district sent a survey to all high school students. While not a random sample and consequently likely not representative of all students, this N of 2,687 represents slightly over 28% of all high school students enrolled in the district during the 22-23 academic year. Response rates from marginalized populations on surveys can be less than other populations too, so it is important to take caution in interpreting this data as fully representative. The purpose of the survey was to gauge student perceptions of their own ability to manage their academic workload. Anecdotal data collected during the start time data surveys in the winter of 2023 included many responses from students about concerns of work life balance being further pressed with a later start time, and district leaders sought to better understand this sentiment specific to student academic workload. District school-based staff also reported increased impact for students post pandemic related to workload. Of interest in that concise survey represented in Table 3 is the comparison of positive responses to neutral or negative response, indicating a considerable proportion of the students responding to the survey had some challenge managing academic workload.

Table 3	Strongly Disagree	Disagree	Neither Disagree nor 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%

Table 3

Taken alone, this non-scientific survey would be interesting perhaps but not necessarily alarming. Questions of what level of challenge is productive or what level or survey bias existed in the sample might have compelled the committee to disregard the information. When coupled with an additional data set from the annual Panorama student survey given during the school day to all secondary students. Response rates tend to be lower as the grades increase, even on this survey given during the school day, however an interesting picture of student experience emerged in the survey.

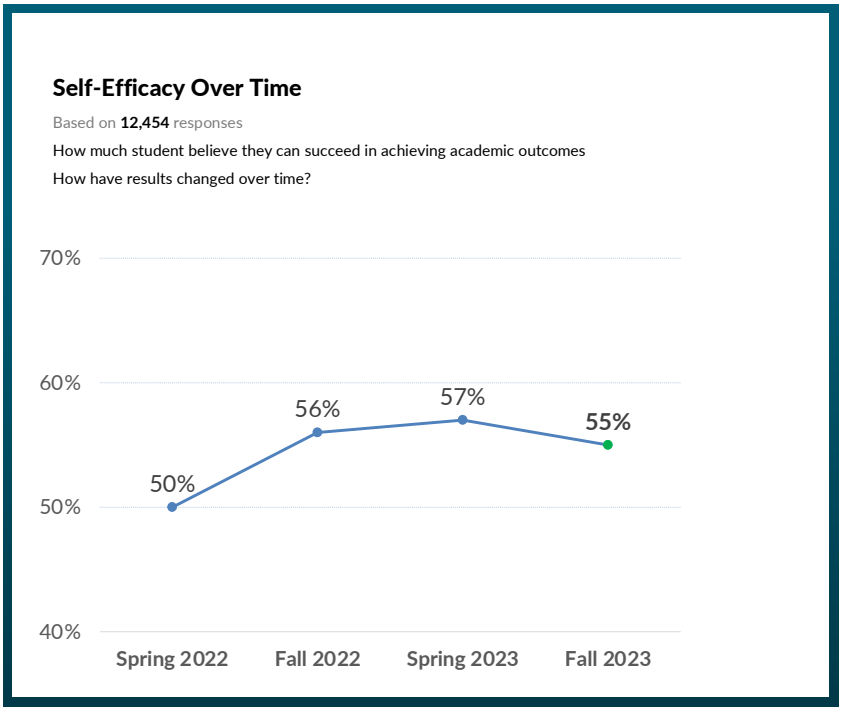


Figure 6

This data, Figure 6, was specific to a question category in Panorama around student feelings of self-efficacy, or an individual student's belief in their ability to successfully perform and accomplish specific tasks or goals. In this case, the question referred to how much a student believes they can succeed in achieving academic outcomes. Despite being among the highest achieving student population in the state, LWSD secondary students report a relatively low overall percentage of feelings of self-efficacy. In other words, our students' perceptions of their own ability to achieve academic outcomes do not appear to match the level of achievement at which they perform.

The data picture becomes more interesting when breaking positive self-efficacy sentiments down by grade level. We know elementary age students tend to report more positive feelings than secondary students overall, and that is also true in LWSD. What we did not know until digging a little deeper into the secondary data was that an interesting pattern would emerge.

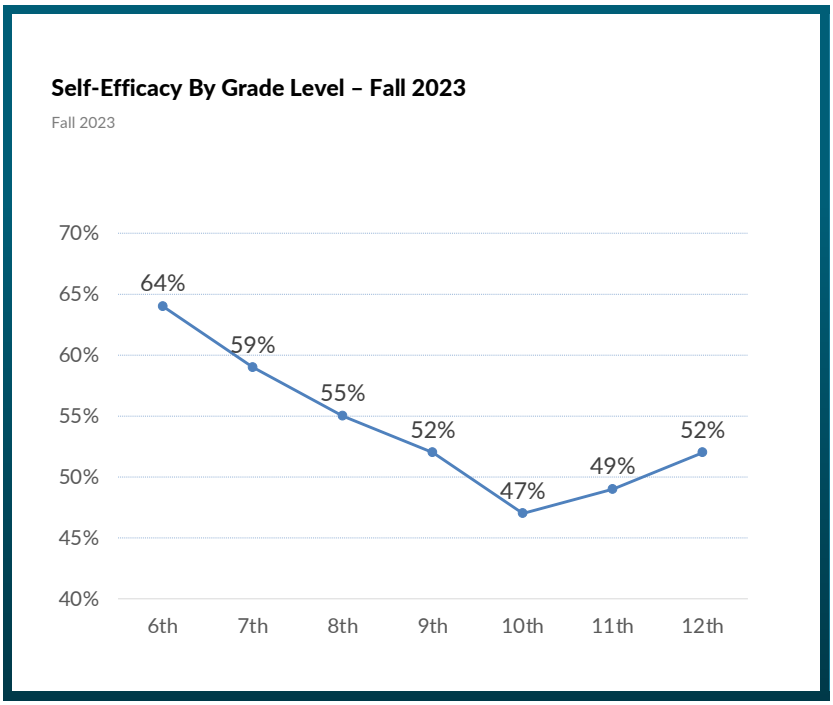
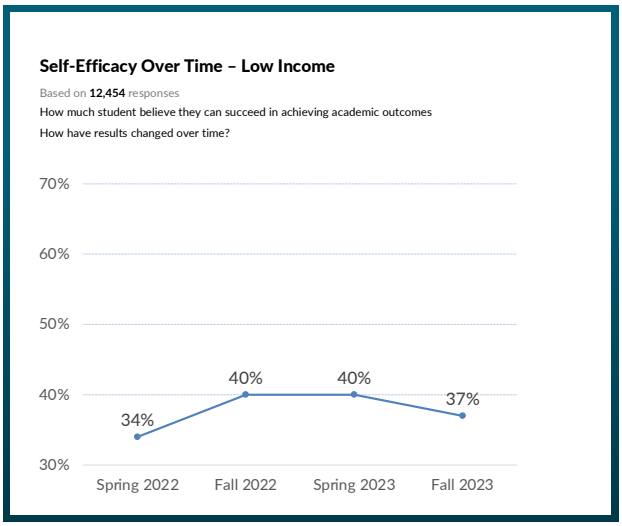
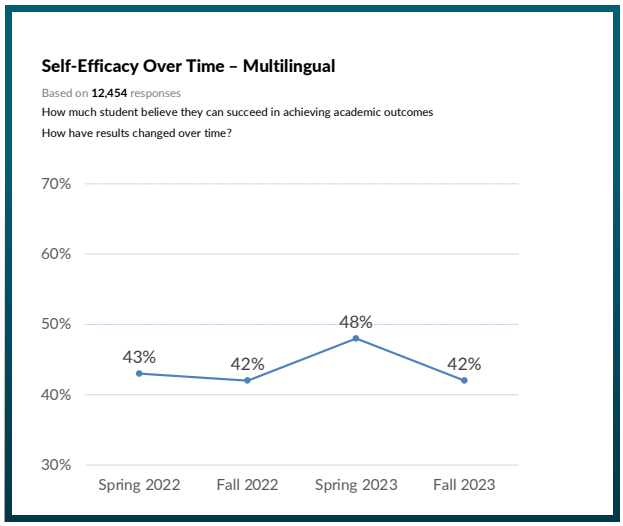


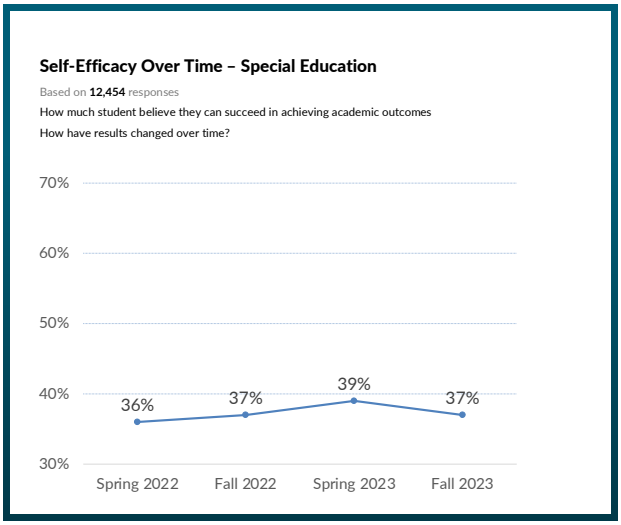
Figure 7

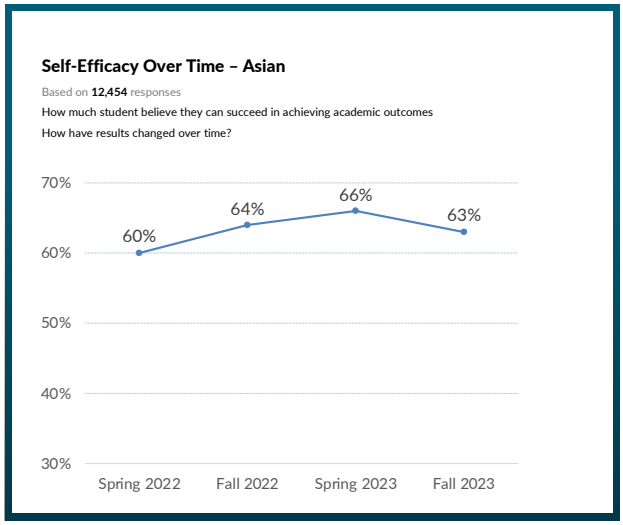
At the secondary level in Lake Washington an interesting pattern emerged in the self-efficacy data. Figure 7 is Fall 2023 data from the self-efficacy category of the Panorama survey, which together is the aggregate rating of 55% shown above in Figure 6. The 55% score is inflated by higher middle school scores. Students in high school report lower overall self-efficacy that bottoms out before slightly rebounding senior year. The pattern is evident across multiple years of this component of the Panorama survey, although not always as dramatic as the Fall 2023 survey.

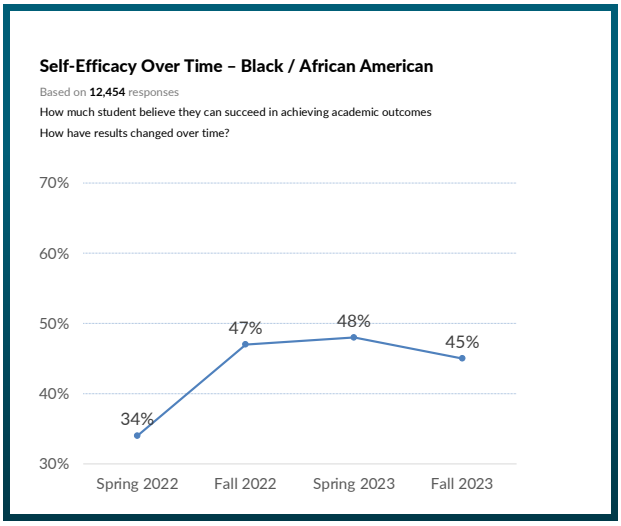
Data views for demographic groups were included for comparison in Figure 8 and Figure 9 on subsequent pages. This disaggregated data further illustrates the different and arguably inequitable experiences students have in our system, and while not altogether surprising given discrepancies in other data, it was cause for concern from the committee's perspective. In addition, Operational Expectation 14 relates directly to this data and disaggregating it in this manner, a method used consistently throughout this process, and the committee wrestled with implications of intended outcomes of the change to the 7-period day and observable and perpetuating disparate student experiences. One major reason for the shift in 2017 outside of compliance with the new 24-credit requirement was to increase opportunity and success rates for all students, and to eliminate systemic opportunity gaps.


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?
70%
60%
50%
40%
30%
34%
40%
40%
37%
Spring 2022
Fall 2022
Spring 2023
Fall 2023


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


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


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


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

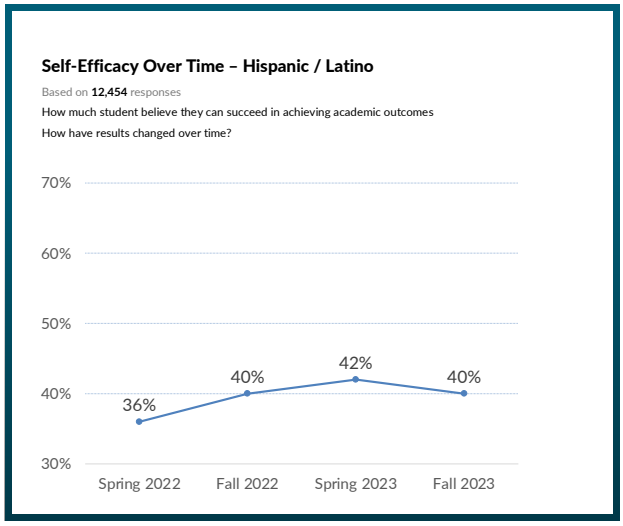

Self-Efficacy Over Time – Hispanic / Latino
Based on 12,454 responses
How much student believe they can succeed in achieving academic outcomes
How have results changed over time?
70%
60%
50%
40%
30%
36%
40%
42%
40%
Spring 2022
Fall 2022
Spring 2023
Fall 2023

Figure 8

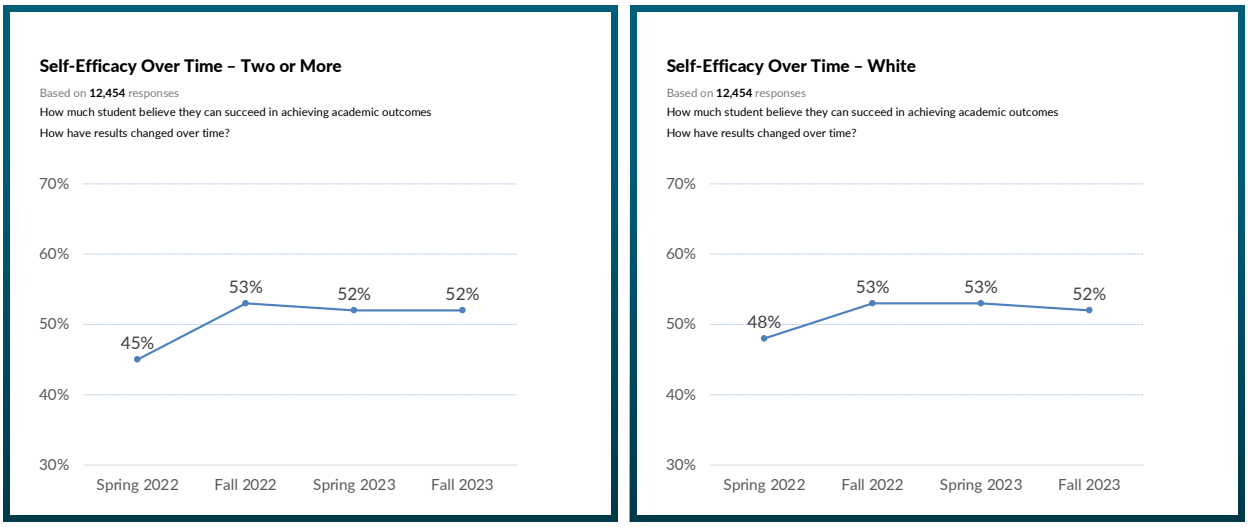


Figure 9

The intersection of health and well-being with academic workload is something the committee considered in reference to the 7-period day coupled with interesting patterns in other data. Although not directly caused by the high school schedule, this self-efficacy data provided a measurable insight into how students perceive aspects of their high school experience.

Students Taking Partial Schedules

Like all the questions examined by the committee, a causal relationship between students taking a partial schedule and a 7-period day is unlikely, but the committee was curious if adding the additional class had an impact on students in this way. Partial schedules really are only available to 11th and 12th graders. LWSD as a typical practice does not allow students in grade 9 and 10 to take partial loads unless there are extenuating circumstances. 11th and 12th grade students have access to Running Start, which can be a replacement for all or part of the high school day. In addition, students in these grades can also register for less than a full load if desired. To maintain on-time graduation, students would need to have accumulated the proper sequence and number of credits by end of the 12th grade year.

College in the High School courses offered in our high schools are now also no cost to students, which may contribute to declining Running Start enrollment as could several other variables in play such as availability of AP coursework, addressed later in this report, and our choice schools.

Running Start enrollment over time was a data set the committee considered in answering the question of partial enrollment in our high schools. Running Start enrollment had been rising prior to the schedule change and for the first few years thereafter, Figure 10. Most recently, Running Start enrollment declined in the academic years ending in 2022 and 2023. The chart shows the percentages of the total enrolled students in each grade level during the academic year ending on the horizontal access who were enrolled in Running Start in some capacity. Students in 2019 had just one year of the 7-period day. Ninth graders at the onset of the 7-period day in the academic year ending in 2019 would have been in grades 11 and 12 during the years ending 2021 and 2022 respectively, when the Running Start enrollment decline began.

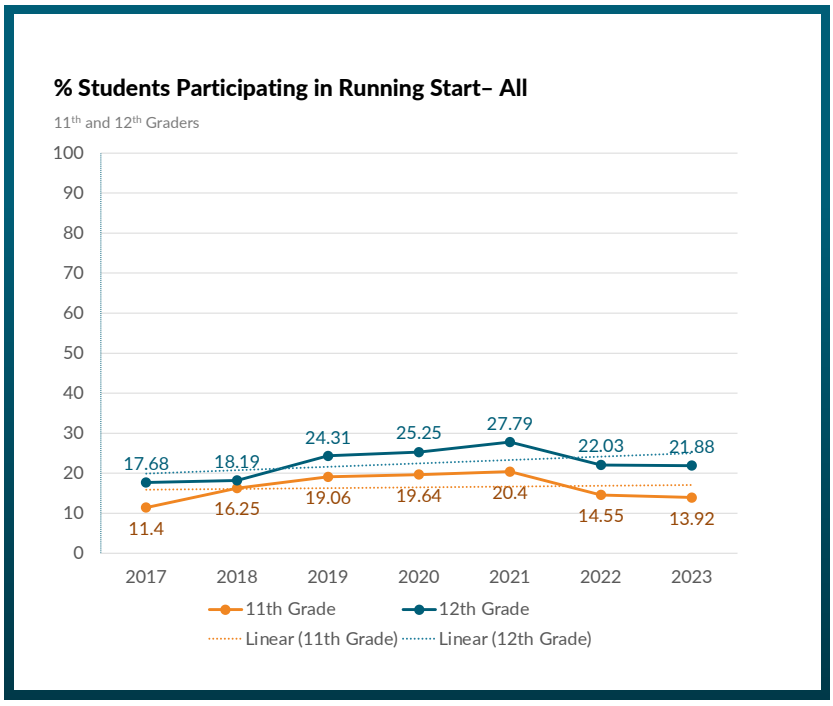


Figure 10

Based on October 1st enrollment data, Figure 11 shows students in each grade level by ending academic year. This data does not include Running Start enrollment and in years 2017 and 2018 a full load was considered periods 1-6 while in years 2019 a full load was considered periods 1-7. This data does not include zero period or eighth period courses, only school day data to qualify as a full load.

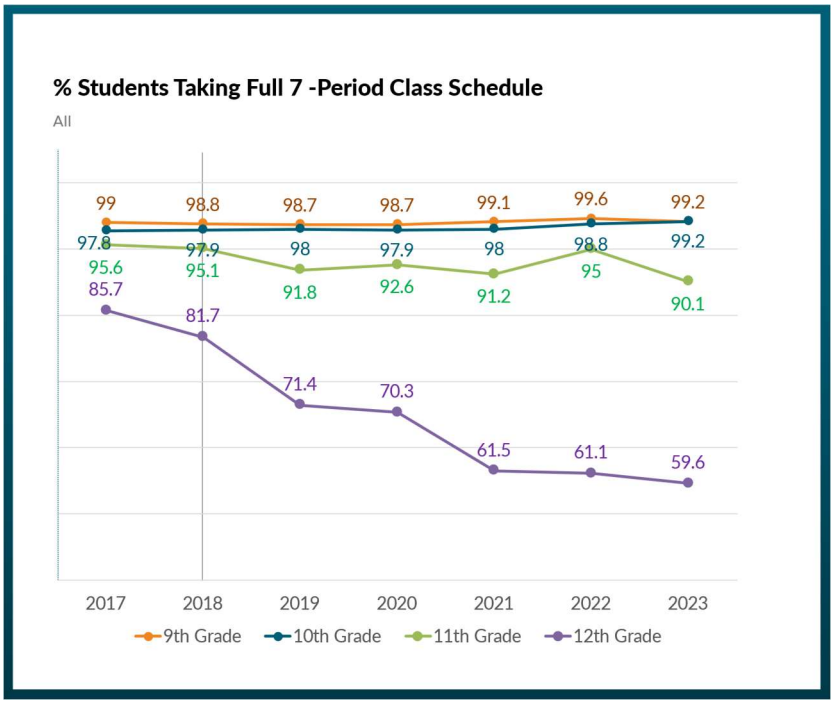


Figure 11

Interestingly, there has been a steady decrease in students in grade 12 who take a full 7-class schedule during the senior year. Other grade levels held steady or have experienced slight declines. Technically speaking, only students in grades 12 are allowed to register for fewer than seven classes, although there are exceptions at every grade level and approximately 10% of students in grade 11 who are not enrolled in Running Start take a partial course load. Like the self-efficacy data, there are variations in experience by demographic group. Not every group will be included in this report, because for some groups, the N in any given year is small, resulting in wild variability in the data from year to year. That data was observed by the committee and available in the meeting materials published along with this report.

Students reporting a racial identity of Asian exceed the percentage of the overall who are taking full course loads. Figure 12 shows the data for 12th grade for different racial identity groups. Other racial identity groups including Black / African American, Hispanic / Latino, and Two or More, all demonstrated percentages taking full loads below the aggregate and well below the Asian demographic group. The American Indian / Alaskan Native and Native Hawaiian / Other Pacific Islander populations are not included in Figure 12 due to very low N resulting in large swings in the data on a year-to-year basis. These data swings are frequently based on the individual experience of just a few students, and so the data was suppressed to protect individual identity in any given year.

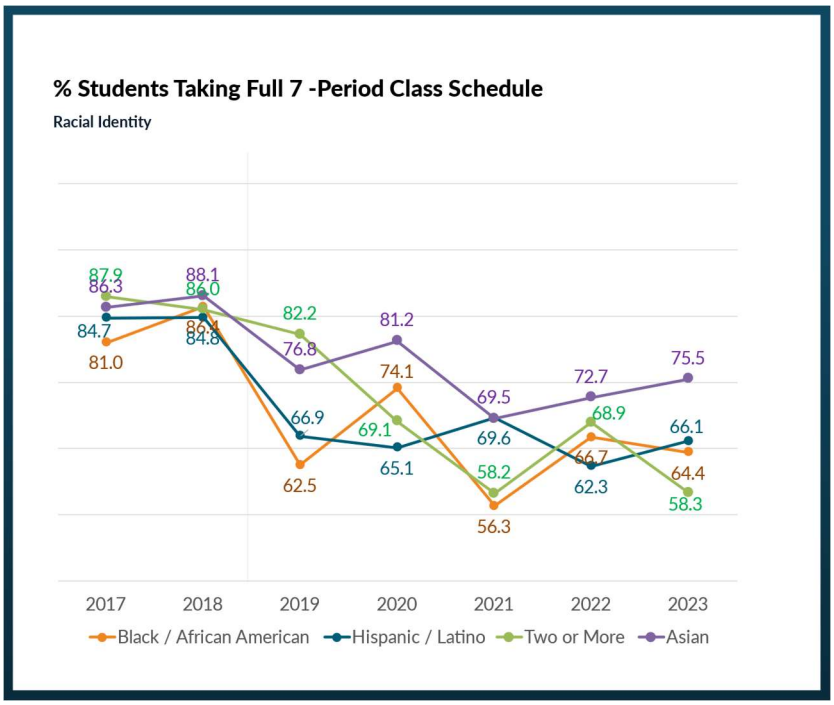


Figure 12

Figure 13 shows the 12th grade partial schedule data disaggregated by students eligible for Special Education Services, Multilingual Services, and who qualify for free or reduced lunch program. This illustrates similar patterns of 12th grade partial scheduling for a significant portion of students. In addition, there has been a downward trend for most groups of students since the change to the 7-period day. The implications of this are more complex scheduling and staffing at the high school level in addition to loss of funding for students taking a partial load. There is efficiency created in a more consistent daily schedule.

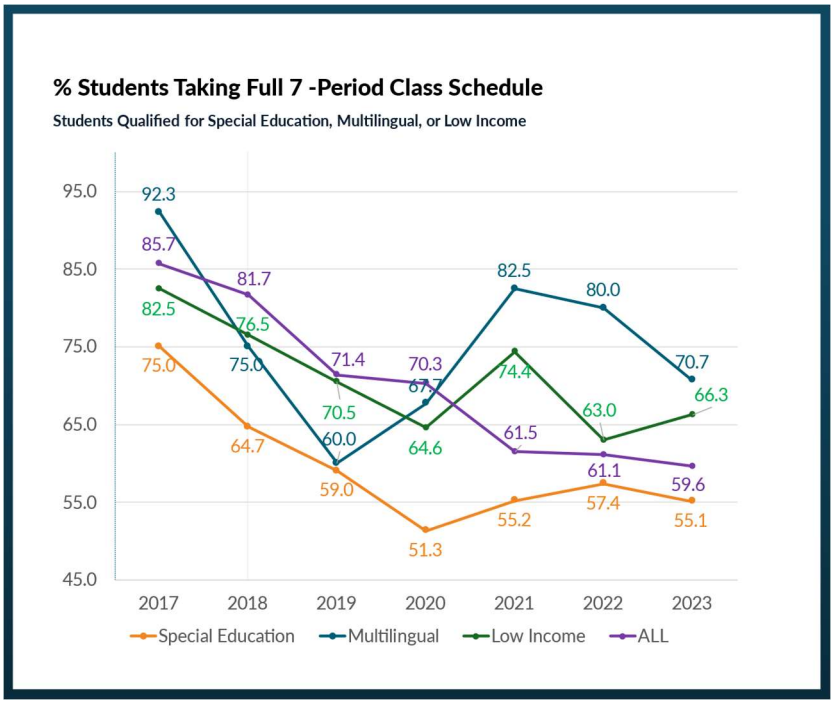


Figure 13

Enrollment Change and Impact on Data

It is important to note enrollment by demographic group has shifted during this time span, dramatically so in some groups. The demographic shift had direct impact on what the committee observed in the data, because different demographic groups have experienced this time differently and demonstrate differences in the data sets.

We saw our district becoming increasingly diverse in terms of racial identity from 2017 to 2023. That was true for our secondary schools too, which in some ways lag elementary as a leading indicator of changing demographics. As students move through the system, the changes in elementary demographics are reflected in our high schools. One racial demographic drove the overall growth more than others. One demographic is also declining over the same period.

Table 4 represents enrollment growth or change in grades 10-12 from 2017 to 2023 in number of students in each Federal Race / Ethnicity roll up categories, the percentage of overall growth or change in the total growth or change, and percentage change within each of the Federal Race / Ethnicity roll up categories. 10th – 12th grades were used in this data because 10th-12 grade students are more likely to enroll in AP than ninth grade students, and the committee spent extensive time examining AP enrollment as a proxy for increased access to rigorous coursework.

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

Table 4

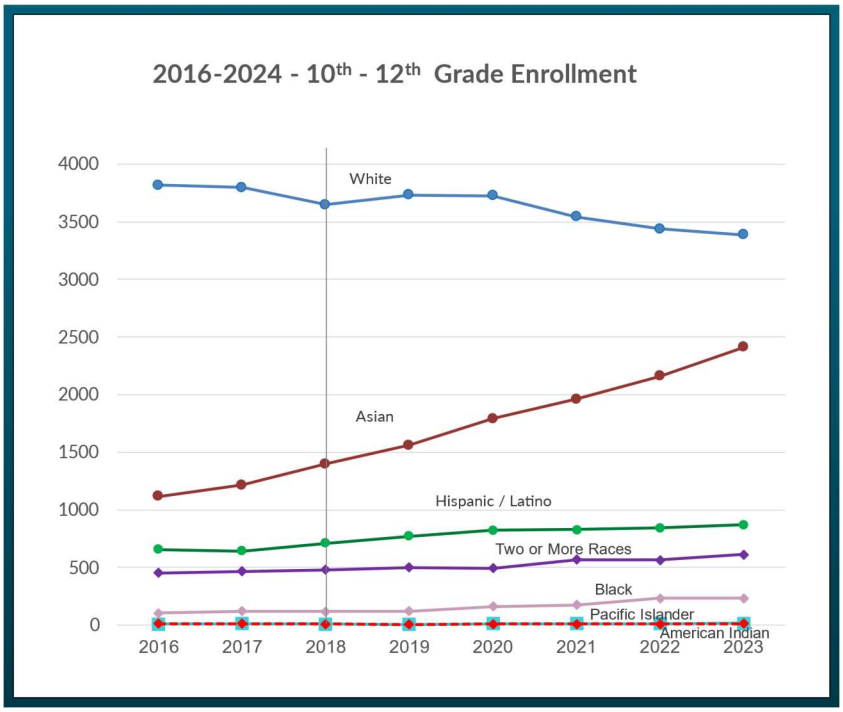


Figure 14

Figure 14 illustrates the same information with overall enrollment for each racial demographic group. All groups have shown growth except for the white group, which has declined. The relevance of this again relates back to both the original intent to increase access and eliminate barriers and the committee's interest in examining the change through relevant Board policies, including Operational Expectation 14. Unfortunately, the predictability of performance and access persists across racial identity, which was a common theme in the data sets examined by this committee. Distinct groups of students are experiencing the high school schedule differently. It was inherent in the self-efficacy data, showed up again in the course load data and will show up again in other data sets.

Credit Attainment

The next set of data examined pertained to the question of accumulation of credits. Since a primary driver for the change to the 7-period day was the shift to a 24-credit graduation requirement, the committee was curious about the impact of the potential twenty-eight credits possible in grades 9-12. Another stated objective from the 2017 recommendation was the possibility of repeating coursework during the school day to retrieve credit. The credit retrieval options in the district have continued to evolve and include more possibilities now than repeating entire courses, which is in part why we believe the graduation rate has continued to improve. Changes in grading practices have also undoubtedly had some impact on this too.

Many students in Lake Washington prior to the shift were already accumulating twenty-four or more credits in a 6-period day. That may be in part because there are courses taken in middle school that are eligible for high school credit, namely in math and world language. Many of our students take advantage of these opportunities. A statewide change for the class of 2024 also meant students who take an eligible course in middle school automatically have that course credit transcribed from their middle school transcript to their official high school transcript required for graduation. Prior to that, students had to request that transcription. Figure 15 shows the increase in students who are leaving middle school with 1, 2 or 3 high school which for the most recent year is 69% of LWSD students. Additionally, changes in middle school math pathways to create a path to Algebra in eighth grade for all students should positively impact this data in the future.

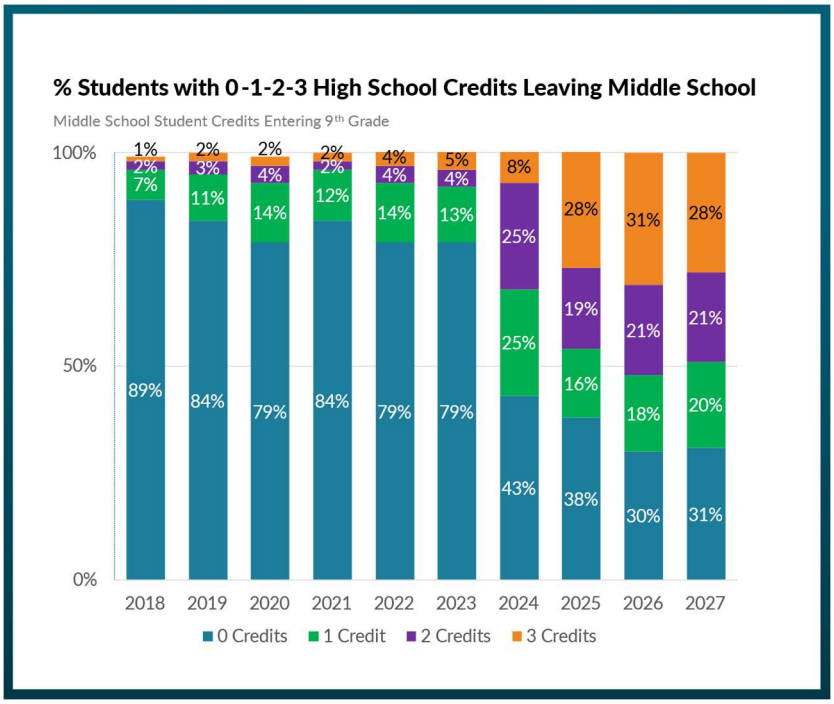


Figure 15

Another stated objective of the original committee was students having more opportunity to accumulate the 24-credits needed for graduation than the minimum. This is hard to measure, but one way the committee examined the impacts was by examining credits earned versus credits attempted. There are a variety of reasons there may be a difference, and that was not the question the committee examined, rather the interest was in seeing if pre and post 7-period day, was there a change in that. To avoid data that is not normally distributed in a district where students were exceeding credit requirements even before the 24-credit State requirement, the median value of credits for graduating classes was used as a basis for comparison. Figure 16 shows the change

over time in the median value of credits earned and attempted. The median value approaches twenty-eight, but does not reach it, which is not all together unexpected given how many of our students are enrolled in Running Start and partial course loads, especially during the 12th grade year.

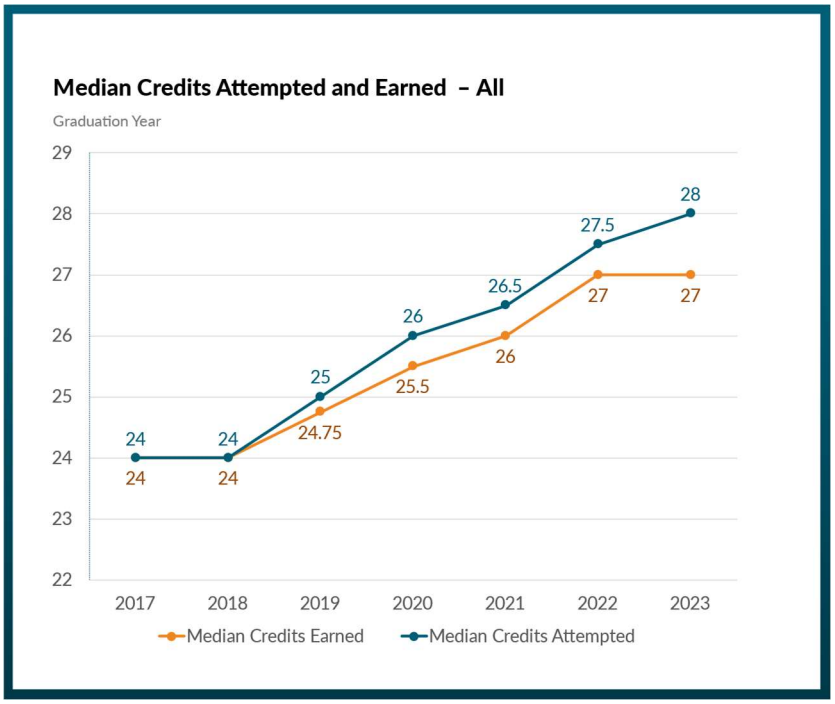


Figure 16

There was fluctuation in the demographic data sets, although a general increase in credits earned and attempted. Most groups continued to fall short of twenty-eight credits earned by graduation year, and there was some change in specific groups. Students qualified for services in Special Education, and students qualified for multilingual services are shown in Figure 17. Figure 18 on the following page shows the data by Federal Race / Ethnicity roll up data. Again, some data is suppressed due to small N and potential for individually identifying experience, but all data is included in the All group.

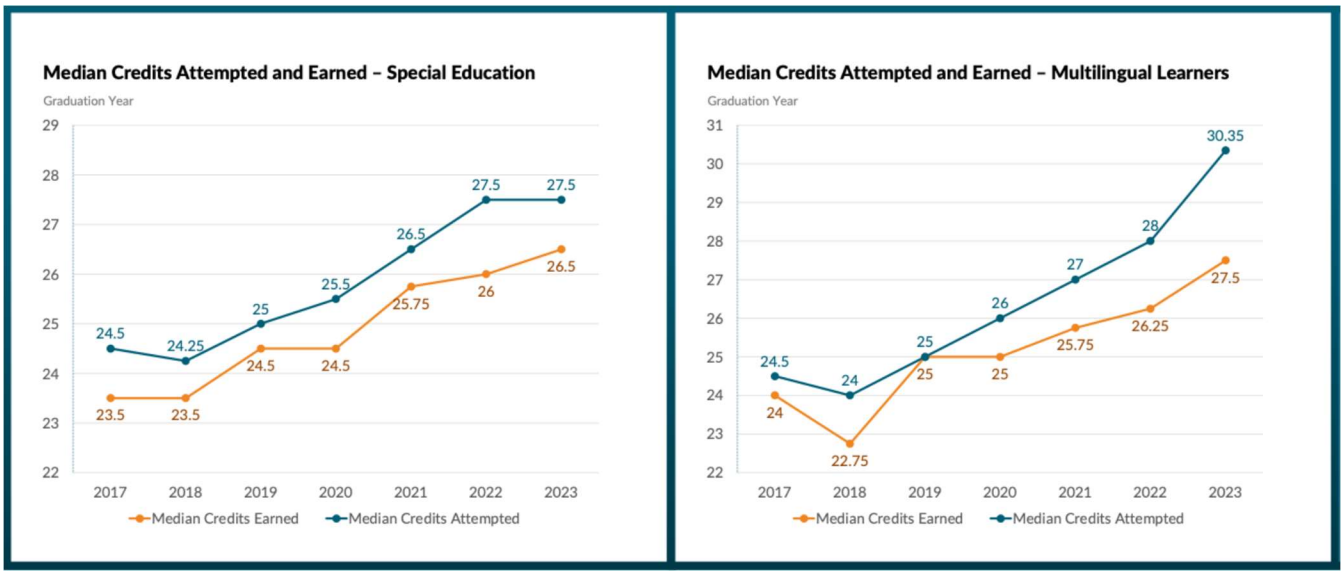


Figure 17


Median Credits Attempted and Earned – Asian
Graduation Year
29
28
27
26
25
24
23
22
2017
2018
2019
2020
2021
2022
2023
24.5
25
25.75
27
27.25
28
28.5
24
24.5
25.5
26.5
27
28
28
Median Credits Earned
Median Credits Attempted
Median Credits Attempted and Earned – Black/African American
Graduation Year
24
23.4
25
25.5
26
27
27.25
22.1
22
24.5
25
23.5
22.31
26
Median Credits Earned
Median Credits Attempted
Median Credits Attempted and Earned – White
Graduation Year
24
24
25
25.5
26.5
27.5
27.5
24
24
24.5
25.5
26
27
27
Median Credits Earned
Median Credits Attempted
Median Credits Attempted and Earned – Hispanic/Latino
Graduation Year
24.5
24
25
26
27
28
28
23.5
24
24.25
25
26
26.5
27
Median Credits Earned
Median Credits Attempted
Median Credits Attempted and Earned – Two or More Races
Graduation Year
24
24.5
25
26
26.25
27.5
27.5
24
24
25
25.5
26
27
27
Median Credits Earned
Median Credits Attempted

Figure 18

General Fund Pressure (12-14)

The experiences our students are having in high school are influenced by a multitude of factors, and taken individually, none of them can be solely responsible for those experiences. The high school experience is an amalgamation of many variables, some within our control and others purely coincidental. This was the challenge of the committees' efforts to understand impacts of the decision made in 2017 to move to the 7-period day. There is not a direct link in the data that says because we moved to a 7-period day, these outcomes were achieved. There are certainly stories within the data that can give some insight into the experiences students have and how they are different. To say though that the 7-period day, for example, caused our graduation rate to continue to rise discounts the fact that the State graduation rate, where most schools do not have a 7-period day, rose at about the same rate. There just is not a direct relationship, because so many variables are in play. Changing demographics was a factor. Changes in programming were a factor. Changes in how the district approaches credit retrieval were a factor, as were grading practices and a host of other efforts, not the least of which is our students themselves.

The reality is a driver in the conversation to understand the 7-period day and one of the four categories of interests from the committee was the financial sustainability of our current model. As the district experiences enrollment decline post-pandemic and this period of inflation and escalating cost, the pressures on the financial position of the district are real and increasing. Just like no single variable has a direct causal link to the impacts of the high school day or the experiences our students have, the same can is true about the current fiscal realities of the Lake Washington School District. The 7-period day is not solely responsible for the financial position of the district, but the amalgamation of decisions, many of which were made during the period of unprecedented enrollment growth, influx of funding through the McLeary decision legislative response, and pre-pandemic context are now becoming untenable. The 7-period day is a significant and escalating expense the district must fund locally. The committee sought to understand this impact in greater detail too.

Interestingly, it is common for students at the high school level to count as a partial FTE, full time equivalent, student, and our apportionment from the state is adjusted accordingly. For a student who is .5 FTE, we receive a .5 apportionment for that student. When a student in Lake Washington drops from 7 to 6 periods in their schedule, we do not lose much funding, .04 FTE. That is because the State does not fund the additional period, so the district must fund the cost of it out of local levy dollars. Incidentally, each additional period reduction results in a 16% loss of FTE funding for the district. The majority cost to run the 7-period day is in the additional 57.2 FTE teachers costing approximately $8 million dollars for this year alone. In 2018 the 7-period day cost the district

approximately $5.3 million and required 50 FTE. The entirety of the cost is borne by local levy dollars.

Local levy dollars are a significant source of revenue for school districts, and Lake Washington is fortunate to have enjoyed strong community support in that regard. Levies were also capped by the McLeary response, so they are limited sources of revenue, meaning school districts cannot raise local property taxes beyond the cap to generate revenue.

Figure 19 illustrates the increasing pressure using Lake Washington's revenue and expenditure per pupil data. This chart shows the growing gap between per pupil expenditure and per pupil apportionment, all adjusted for inflation and presented in 2013 dollars. The gap between the green and the red line, green being apportionment and red being expenditure, is the gap the district must bridge with local resources, levy funds. What we saw on the committee was a continued and widening gap in the past several years. The district has been intentionally spending down the fund balance, which is a savings account accumulated during the period of rapid enrollment growth. The fund balance cannot bridge the gap long term, because as it is spent, it is not available for ongoing use.

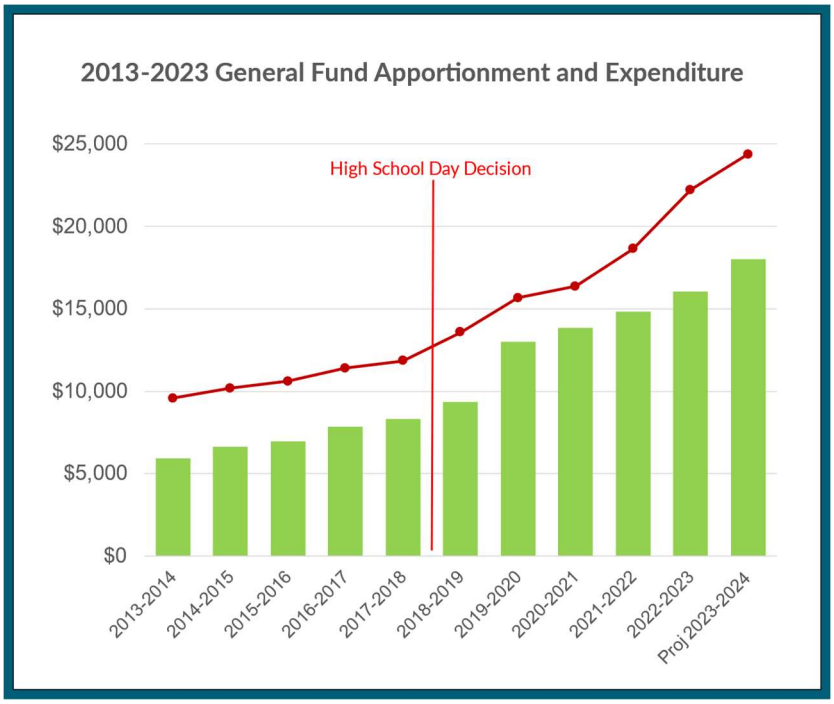


Figure 19

In making a recommendation, members had to wrestle with the cost of maintaining a full 7-period day with the impacts of the 7-period day. While some groups are benefiting from the 7-period day, perhaps even all in some way although debatably not in the ways intended for all, a direct impact of the 7-period day is continuing financial pressure to sustain the unfunded growing cost.

Additional data was gathered from a district budget survey in the 23-24 school year as it pertains to the 7-period day. Stakeholders including staff, parents, community members, and students

were asked to rank order a list of under or unfunded costs on this non-scientific study. Like many surveys, the response rate on this survey certainly varied and likely is not fully representative of every group within the district. It is important in that regard to see the data as a sentiment of those responding to the survey and not necessarily fully representative of every group or perspective. The 7-period day was one of the items respondents were asked to rank order. Results from that item are shown on the next page in Figure 20 and Figure 21. Interestingly, no group ranked the 7-period day as the highest priority while every group except for secondary staff ranked it among the lowest priorities. Equally interesting, the 7-period day was one of only a few choices with potential impact over time for every student. Other choices were limited in scope, so fewer participants had incentive to prioritize other choices higher.

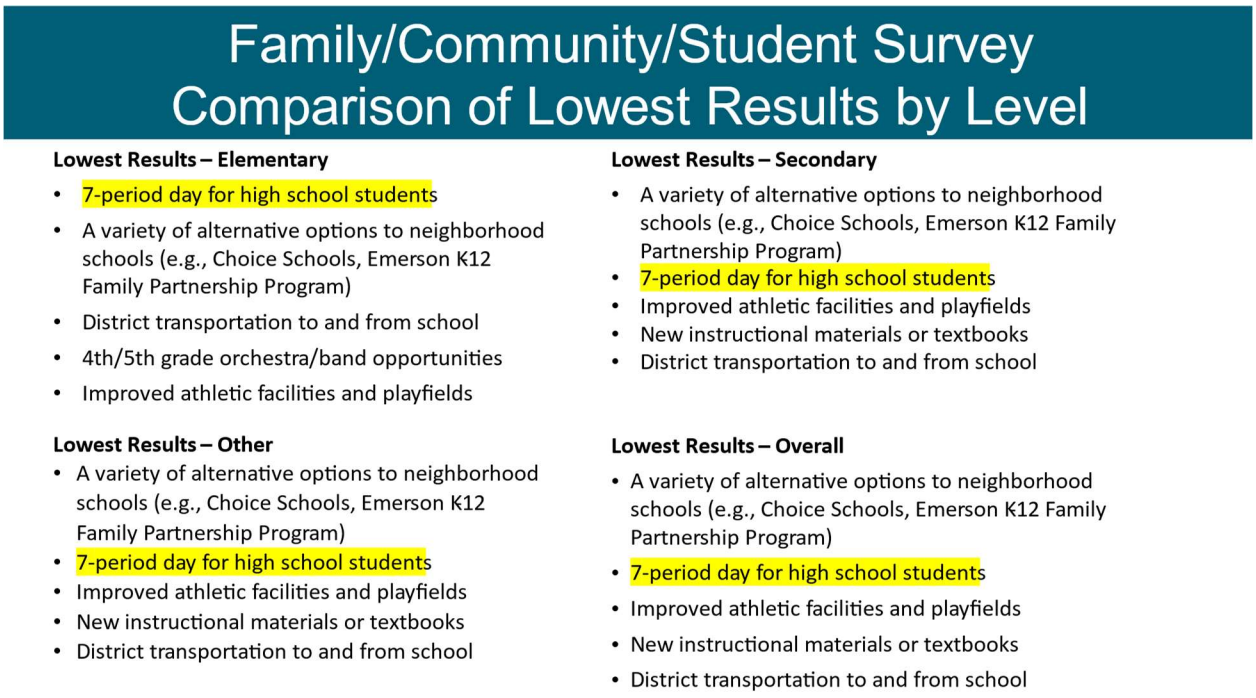


Figure 20

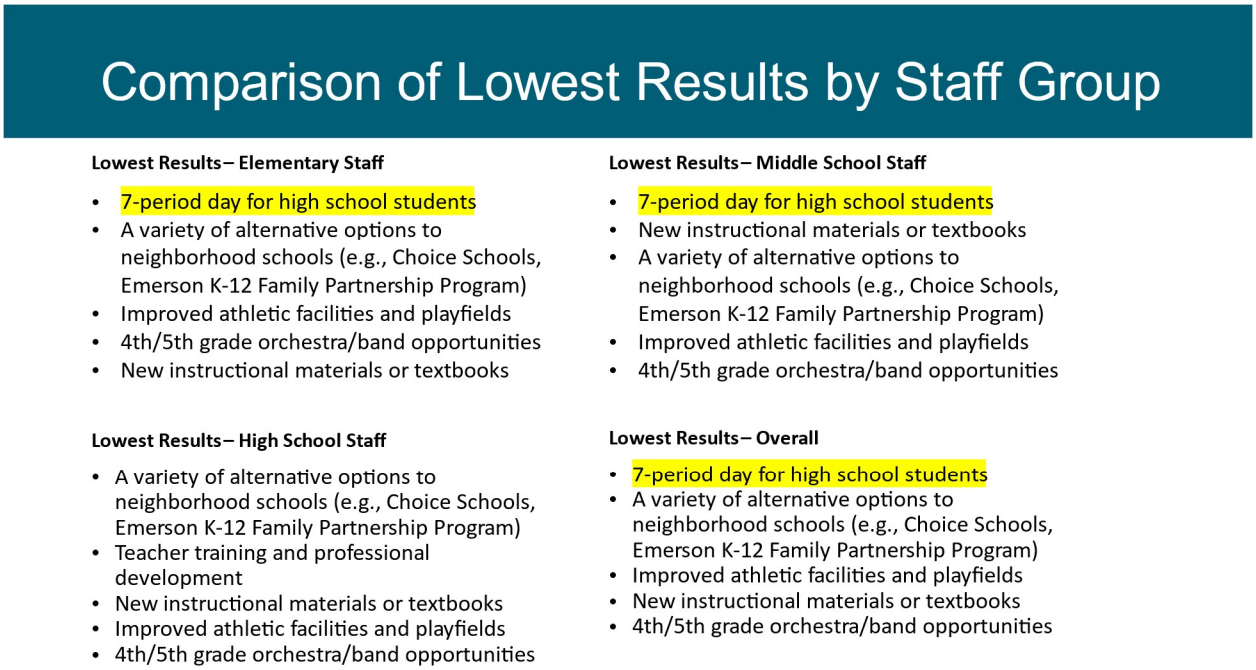


Figure 21

Electives Music

An intended impact of the shift to seven classes was the opportunity to explore electives, with specific mention of the potential for students to remain in four years of music classes and still have room to explore other options. The committee wanted to better understand this impact and looked at data from comprehensive high schools pertaining to music. Electives can be hard to track from year to year and school to school as they change more fluidly than some other core classes, but there is more consistency in the music offerings than some other electives. Any course grades 9-12 for each year that contained MUS in the course code or music related title, including all variations of band, orchestra, and choir were included in the data set.

Figure 22 illustrates this data point. What the committee noted was the opposite of what was expected in terms of impact. The chart shows the percentage of each graduating class of the continuously enrolled ninth graders for that class. Over time, the impact is a decline in the percentage of students taking music courses for electives, even as the total number of students has increased.

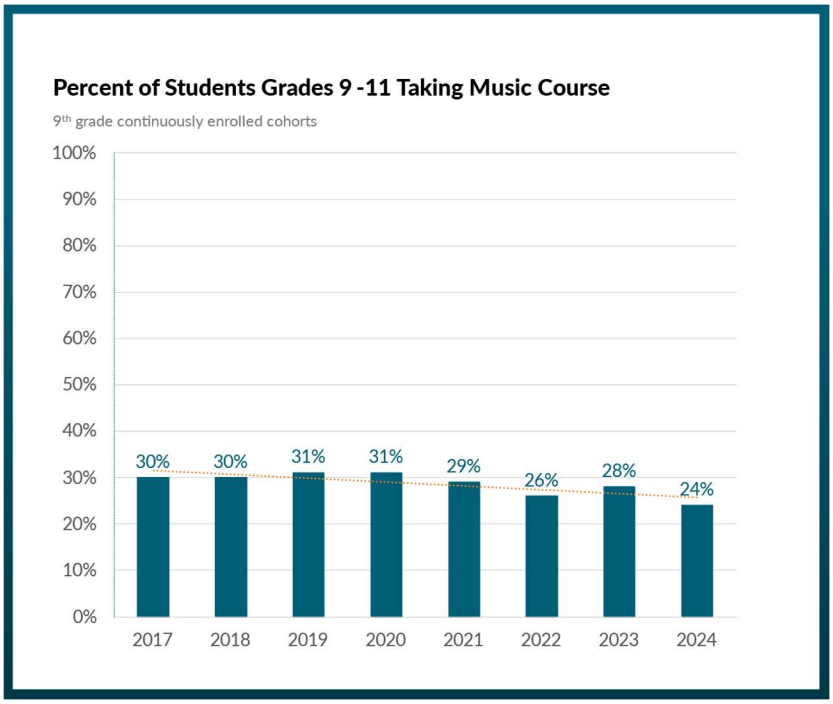


Figure 22

To dig a little deeper into this data, the committee also wanted to see if proportionally, students in each demographic group demonstrated change over time. Most groups remained consistent in this regard, showing little to no change, with a few exceptions. There were two groups who changed significantly, the students categorized as white proportionally declined from 58% of the total students identified as white in the 2017 graduating class to 44% of the total students identified as white in the 2024 graduating class enrolled in a music course. Recall that over the same time span, the enrollment of white students also declined by nearly 30%. The only demographic group that increased proportionally was the student demographic identifying as Asian. This group moved from 21% to 32% over the same time span, and this is also the group that drove the enrollment growth in the district over the same period. Figures 21 and 22 on the next page illustrate these two demographic groups and the change in music enrollment as a proportion of the total population of each group over time.

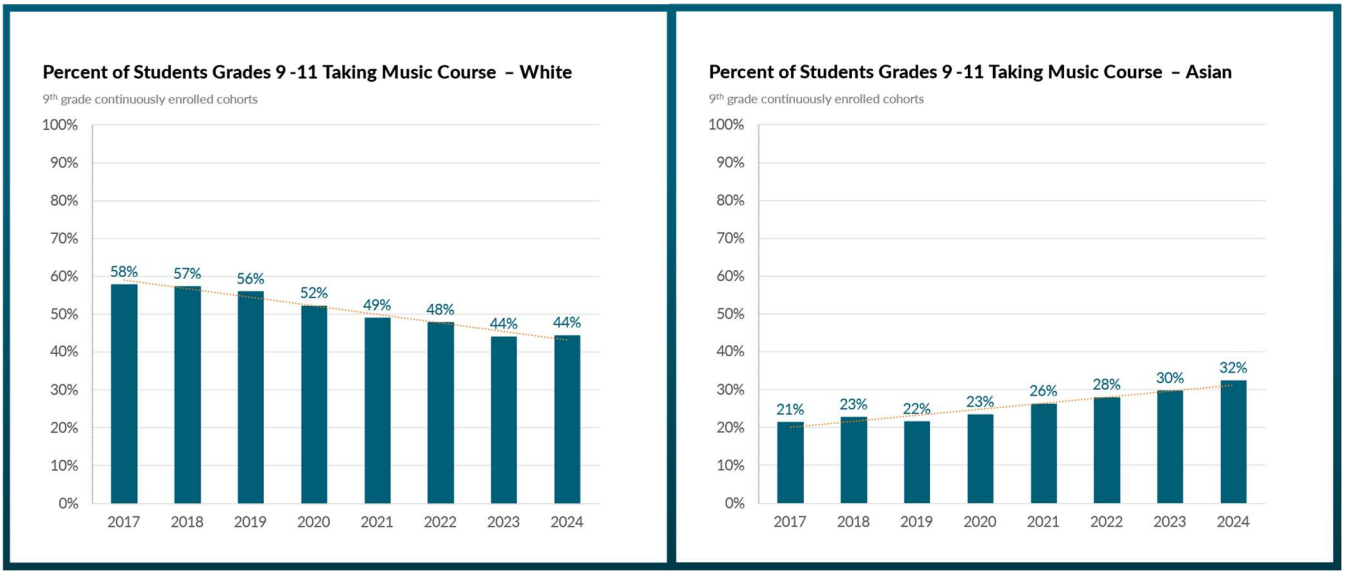


Figure 23

Percent of Grade 11 and 12 Taking at Least 1 AP

The next step in understanding impact was the concept of access to rigorous coursework. There are several ways to interpret rigor, and the committee chose to use Advanced Placement enrollment as a proxy for their interpretation. Overall, this is an area where upward trends began for many groups prior to the pandemic, experienced a decline post pandemic and are rebounding, again showing positive upward trends for Grade 11, Figure 24.

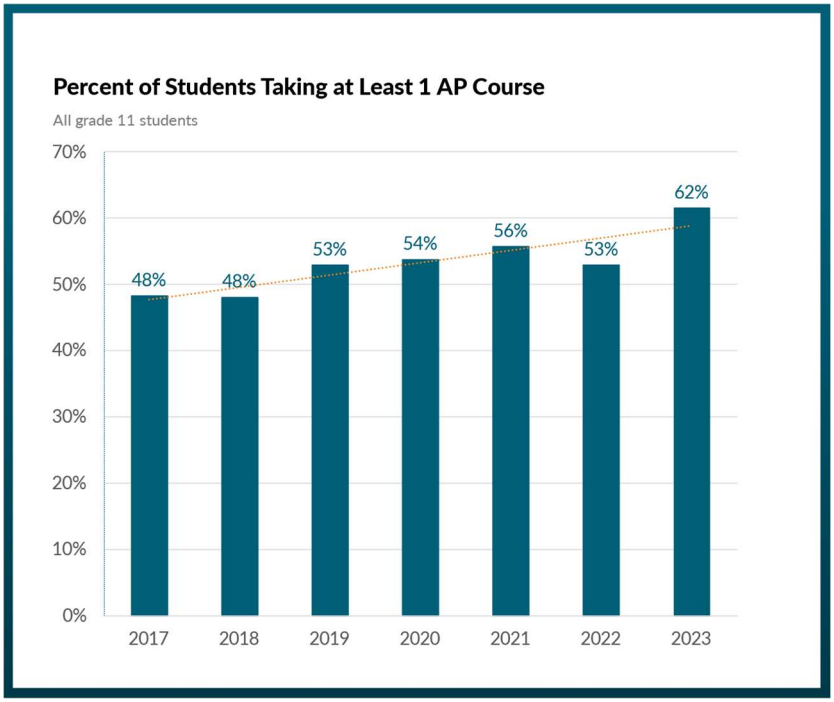


Figure 24

Grade 12 enrollment in at least 1 AP has remained mostly flat, Figure 25. The data here is described again proportionally, so demographic groups are included in the whole and then each group is compared only to itself in terms of percentage of members of that group enrolled in at least 1 AP course during grade 11 and 12 in the academic year.

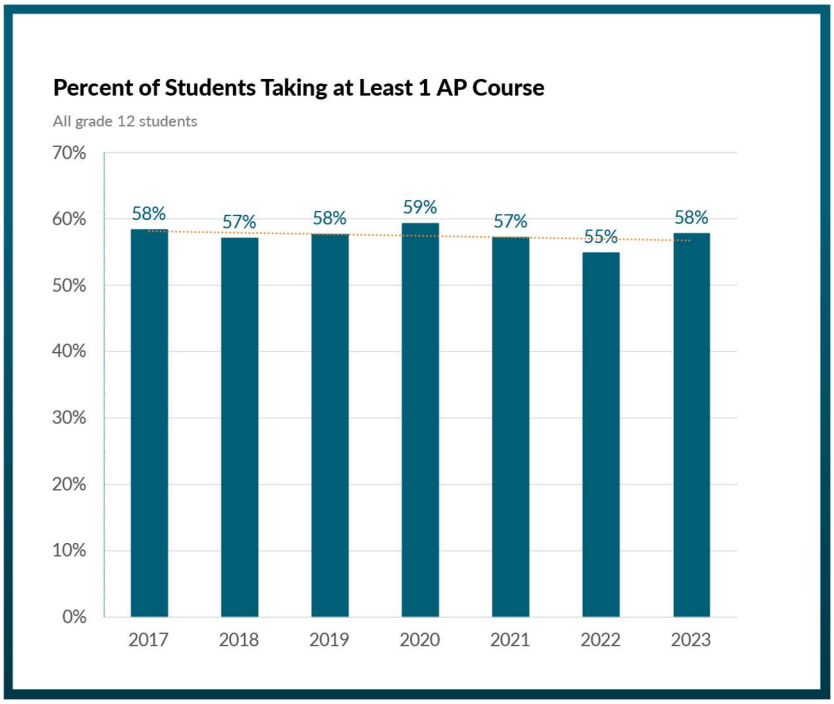


Figure 25

The largest proportional gains were seen in the demographic group identified as Asian and White in Grade 11, and in fact the gains in the overall participation were largely driven by the increase in participation in this single demographic. In 2017, 57.1% of students identifying racially as Asian participated in at least 1 AP course in grade 11. In 2023, that grew to 82.3% of the students identifying racially as Asian. Over the period the number of students identifying as Asian more than doubled.

In grade 12, only the Asian and the Black / African American identified demographics increased proportional participation in their respective groups.

The committee did not explicitly look at proportionality of each demographic within the whole, but disproportionality in participation persists across most of the demographic groups.

Percent Grade 11 and 12 Taking 3 or more AP

In addition to single course enrollment, the committee questioned whether participation in multiple AP courses had increased over this time span. There were several reasons for this question, not the least of which was the perception that students are taking multiple AP courses as electives outside of required courses and curiosity stimulated by the Music course data. The question also pertained to data shared earlier concerning workload and self-efficacy.

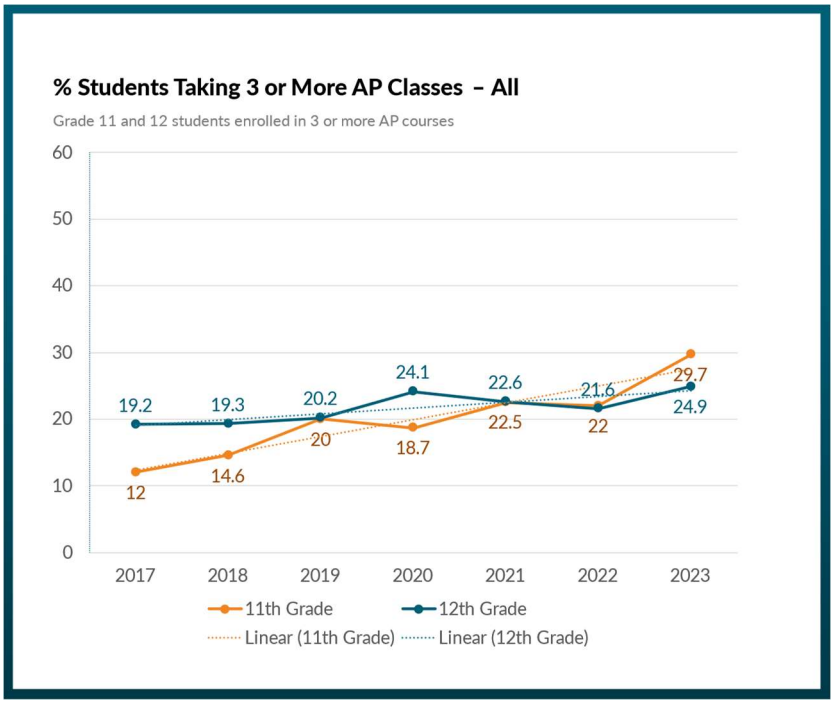


Figure 26

There has indeed been a steady rise in the percentage of students taking 3 or more AP courses in the 11th grade. The trend at 12th grade appears to also be on the rise, albeit at a slower rate. Figure 25 shows both 11th and 12th grade students as a percentage of the total enrollment in those grades enrolled in each academic year in 3 or more AP courses. Like the 11th grade data on students taking at least 1 AP course, the percentage of students taking 3 or more AP courses in a given academic year was largely flat or declined for driven by a single demographic. The demographic identifying racially as Asian was the fastest growing group over this time, and it was also by far the fastest growing proportion of students taking 3 or more AP courses.

Figure 26 shows the trend in percentage of the total cohort each academic year of students enrolled in 3 or more AP courses who also identify racially as Asian in the Federal Race and Ethnicity data.

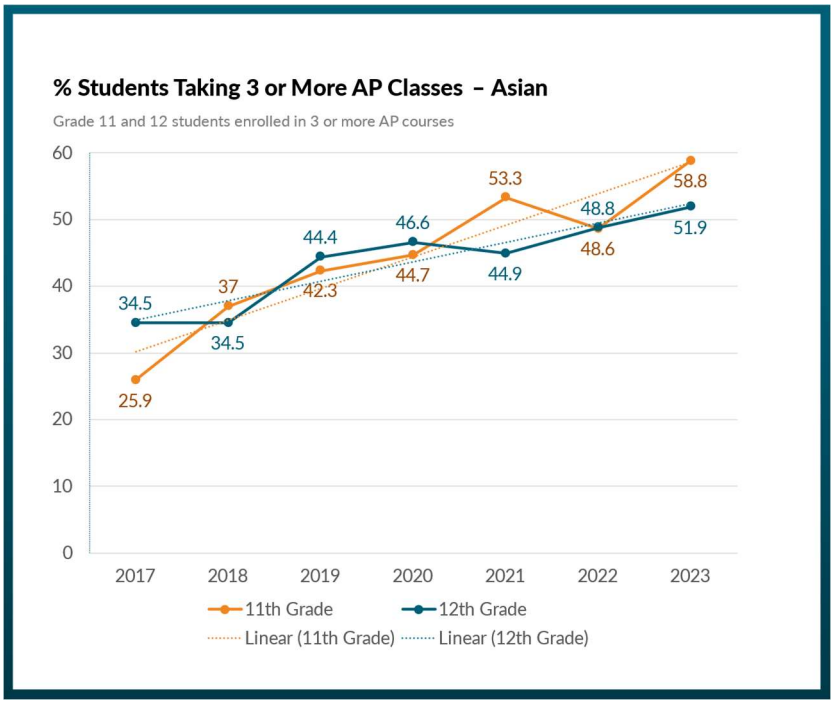


Figure 26

The committee was cautious in creating an expectation that the 7-period day alone would increase access to rigorous coursework, and equally cautious in passing judgment on the story the data tells. The intent was to decide if evidence suggested increasing access to rigorous coursework, and again, it would be difficult to say that the 7-period day was responsible for that. For most groups there was little to no change, and trends from pre and post change were consistent. The same can be said where there was change, pre and post, there were steady increases that continued after the change.

Grade Distribution

The final data set the committee examined was grade distribution pre and post 7-period day. The intent here was to see if patterns of success changed when students had additional options and afforded with the seventh period, particularly related to issues again of workload and feelings of self-efficacy.

What the committee observed again was not conclusive but suggests some different experiences pre and post change. There are also additional variables in play for this data set including work individual secondary schools have done around grading practices. Those practices allow additional opportunities to demonstrate mastery of core content and have led to additional credit retrieval opportunities in our schools. Table 5 shows the distribution of all Non-Credit grades assigned in grades 9-12 for our comprehensive high schools for the three years prior to the change in high school schedule and the four following the change academic years. Again, some groups

are not shown due to small N from year to year and large fluctuations in the data based on the experience of individuals.

	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

Table 5

There are subtle but significant changes pre and post 7-period day in the distribution of non-credit grades. Increases in in the percentage receiving non-credit occurred for students qualified for multilingual services, qualified for free or reduced lunch, and students identified racially as Hispanic / Latino post the change to a 7-period schedule. Students qualified for special education also saw a slight increase in non-credit grades following the change. There was an initial rise in non-credit grades for most groups in the year of the original change 2018-2019. Post change only one group has demonstrated consistent improvement overall, the students identified racially as Asian.

While hard to draw conclusions from limited data and a single variable, in this case the change to 7-period schedule, this data did raise questions about workload and adequate supports for some

groups. At best, this data provided further evidence of differences in the student experience between demographic groups.

Conclusion and Recommendations

The transition from a 6-period day to a 7-period day in the Lake Washington School District was designed to achieve several key outcomes, including more opportunities for students to explore and focus through electives, increased options for credit retrieval, reduced scheduling conflicts, and enhanced participation in four years of band/orchestra and access to rigorous coursework. Additionally, the committee identified interests in categories including academic intervention and support, balancing academic and social/emotional well-being, ensuring fiscal responsibility, and offering flexibility and choice in scheduling.

The analysis of data collected pre and post implementation of the 7-period day reveals a complex and nuanced picture of its impacts on student experiences.

Credit Attainment and Course Load:

The data shows that while many students have been able to meet or exceed the 24-credit requirement, including before the requirement, the shift to a 7-period day has not uniformly or equitably benefited all demographic groups in the spirit or intent of Operational Expectation 14. For example, non-credit grades for Black/African American, Hispanic/Latino, Special Education, and Multilingual Learners increased post-transition. The percentage of non-credit grades for Black/African American students rose from 10.8% in the 2017-18 school year to 12.1% in the 2022-23 school year. This could suggest these student groups faced challenges with academic workload from increased course load in addition to the other realities of post-pandemic school experiences. The committee struggled to reconcile the data in this way, understanding there appear to be benefits to some groups in this period, but not all and not equitably so, and certainly not as a sole result of the 7-period day.

Self-Efficacy and Academic Workload:

Survey data suggests that a sizable proportion of students struggle with managing academic workloads. Self-efficacy scores, measured by the Panorama survey, show that high school students report relatively low and decreasing over time confidence in their ability to succeed academically. This trend is particularly pronounced among traditionally underserved groups of students. For instance, only 55% of secondary students expressed confidence in their academic abilities in the Fall 2023 survey, yet students identified racially as Black/African American, Hispanic/Latino expressed significantly lower positive notions of their self-efficacy in managing academic workload. This is concerning considering the intended outcome to provide increased support and opportunity for all

students. The increased course load associated with the 7-period day is certainly not the only variable to contribute to student stress or diminished sense of academic capability, but the data runs counter to the intended outcome of providing more opportunities through intervention and support.

Enrollment in Rigorous Coursework:

While one of the goals of the 7-period day was to increase access to rigorous coursework, such as Advanced Placement (AP) classes, the data reveals that access remains uneven across different demographic groups. Although enrollment in AP courses has increased, particularly among Asian and White students which masks other experiences in the data set, other groups have not seen the same increase or level of participation in this coursework. For example, in 2023, 82.3% of students categorized as Asian and in grade 11 were enrolled in at least one AP course, compared to significantly lower percentages in every other demographic group. This suggests the intended outcome of equitable access to rigorous coursework has not been fully realized yet for all students. It is important to celebrate though where there is evidence of improvement and consider impacts of change on these areas too.

Financial Sustainability:

The financial implications of the 7-period day are considerable. The district incurs an additional $8 million per year expenditure or 57.2 full-time equivalent (FTE) teachers, funded by local levy dollars. This expense has become increasingly burdensome increasing nearly 40% since the 7-period day was implemented in the 2018-2019 school year, particularly in the context of declining enrollment post-pandemic. The sustainability of the 7-period day is increasingly difficult, and coupled with other decisions made during the period of unprecedented enrollment growth, the district now faces mounting financial pressures that were not fully anticipated at the time of many of these decisions, including the 7-period day.

Participation in Music and Electives:

Data on participation in music electives indicates a decline post-transition, particularly among White and Hispanic/Latino students. The percentage of White students participating in music courses dropped from 58% in 2017 to 44% in 2024. The group that showed an increase was students identified racially as Asian, indicating participation has not remained steady or increased for all students. The overall decline suggests that the increased course access is not resulting in equitable increased participation or access to music and arts electives, thereby not fully achieving the intended outcome of facilitating participation in these areas.

Conclusion:

In summary, the committee's analysis of the available data highlights continued inconsistent experiences among students, particularly for students belonging to groups traditionally poorly served in schools including Black/African American, Hispanic/Latino, Special Education, and Multilingual Learner groups. Individual experience within every group certainly varies, and we did not specifically talk to these groups of students to understand individual experiences, rather relying on generalized survey data. It would be the committee's recommendation to employ more direct conversation as any change initiative is engaged, so varied experience is understood and accounted for more directly in any change. The disparities in the data sets examined indicate that the intended outcomes of the 7-period day are not being equitably realized across all student groups. The committee believes these findings warrant further consideration of the high school day and additional action to address the identified needs and challenges. The committee's recommendation is for the district form a technical workgroup to examine alternatives to the current 7-period day that may provide the intended benefits and better meet the interests on behalf of all students.

Recommendations:

The committee recommends the district form a technical workgroup to examine alternatives to the current 7-period day that meet the following conditions and prepare options for committee consideration and community engagement in late August 2024.

Design Conditions:

1. Options for credit retrieval are continued and expanded to better meet the needs of students in achieving the necessary credits to maintain or increase on time graduation.
2. Options for intervention and academic support are created in the scope of the school day, maximizing access for students who need additional support.
3. Options for academic advancement beyond a traditional 6 period schedule are available to students.
4. Explore and recommend options for transportation for students to improve equitable access to optional classes beyond the regular school day
5. Identify additional strategies to support mental health and well-being to improve student agency and self-efficacy.
6. Consider the transition from Middle School to High School with intentional and strategic planning to design more inclusive and responsive transition.
7. Expand options for co-teaching models to support students with additional learning or support needs maximizing time in general education settings
8. Align high school schedules across the district's comprehensive high schools to incorporate:
    - Common bell schedule

- Improved and equitable access to Running Start, WANIC, Externships
- Explore possibility for cross over enrollment between schools

Budget Impact of High School Design:

The options presented by the technical workgroup should reduce the overall local cost of the high school schedule by a minimum of 50% (local cost as of 2023-24 high school schedule was $8 million)

Develop Communication Plan for High School Credit Options:

The Communications Department develops a comprehensive plan for communication that occurs throughout each school year targeting students and families in grades 5-12 to promote the numerous ways, methods, and locations where students can:

1. Receive high school credit outside of the regular school day / year.
2. Understand middle school options to earn high school credit.
3. Understand World Language competency credits and how to access those opportunities in LWSD.
4. Access summer credit options funded by the state:
    a. WANIC
    b. Running Start
5. Access various credit retrieval options during the school day / year and summer

Provide additional options and easier access to high school credit from accredited public or private secondary credit-providing institutions for students concurrently enrolled in district schools:

Specifically, the District will with any change in high school schedule:

1. Evaluate the Procedure for High School Graduation Requirements 2410P to consider accepting more than three (3) credits from outside sources.
2. Consider policy language that automatically accepts credit for specific classes from specific providers to reduce potential inequities in participating in and receiving credit for legitimate credit bearing course work from outside providers.
3. Seek a partner to fund credit bearing classes from outside sources for students that do not have the financial means to access this type of class / credit bearing option for academic acceleration or access.