

# Board Special Meeting

## Work Session: High School Revisioning

Wednesday, September 13, 2017, 5:15pm

Auditorium, John Stanford Center

2445 – 3<sup>rd</sup> Avenue South, Seattle WA 98134



### Minutes

This meeting was called to order at 5:21pm. Directors Burke, Geary, Harris, Patu, Peters and Pinkham were present. Dir. Blanford was not able to attend. The meeting was staffed by Associate Superintendent for Teaching & Learning Michael Tolley, Chief of Curriculum, Assessment & Instruction Dr. Kyle Kinoshita, and Director of Career & College Readiness Dr. Caleb Perkins.

Dr. Nyland set the stage of the conversation noting that today's work session is part of a larger conversation with partners in creating robust pathways to college and career for our young graduates. He noted the budget constraints on portions of the work to be done and expressed his appreciation for the fact that the high schools principals have been moving the work forward on the Seattle Ready Graduate and toward meeting the state requirement of 24 credits, without being funded by the state.

Michael Tolley continued the conversation around the need to implement 24-credit graduation requirement, which has been delayed via a waiver in the last two years. Seattle Public Schools' current freshman class will be the first class required to graduate with 24 credits. He noted the need to re-vision what was happening in high school and middle school. The conversation tonight is to take a close look at the requirements of the process.

Dr. Caleb Perkins prefaced the work that had been done in the past year prior to his arrival at Seattle Public Schools (SPS). He outlined the goals, the purpose, the results, and implementation as listed on slide 2. He discussed the long-term vision and the "Profile of a Seattle Ready Graduate" document. Dr. Perkins noted the Puget Sound Business Journal had published that Washington State is not producing enough qualified workers to supply talent needs. Dr. Perkins noted that over the next five years there will be 740,000 new jobs, many needing post-secondary education, which is another reason and need for preparing our graduates for being Seattle ready. Dr. Perkins discussed the "leaky pipeline" to college, as indicated from data produced by the Road Map Project which states that the majority of students in south Seattle schools do not go on to graduate from college. He noted that this is not just a Seattle problem, but rather a wide spread problem across the state and country.

Dr. Perkins noted the summary of previous work as outlined on slide 11, and reviewed that timeline. He then noted the steps we are engaging in now, as listed on slide 12, including reaching out to the community. Dr. Perkins noted what the students will need to know to be able to be considered for high paying jobs in Seattle and around the world. Dr. Perkins noted the one page document of the "Profile of a Seattle Ready Graduate," outlined the handout, and asked them to look at the three components to answer what resonates with them and what is missing.

Dir. Harris noted that Seattle Ready is too limiting, too cute, and we can do better. Dir. Peters noted in her observation with her own global upbringing, this idea feels too limiting and we talk often about our global economy and asked if the intent is to focus only on Seattle or should we aim broader. Mr. Tolley noted the Seattle Ready title can be taken back for staff review, noted that it came out of the work Dr. Brent Jones has been leading around the strategic plan, and that staff will look in to rebranding to be

more global. Dir. Geary noted that she talked to Dr. Jones about this and the sense was that there are a lot of people who feel left behind from even what Seattle offers, and they will be left behind elsewhere as well, so noted that we should have a sensitive conversation as to who that was meant to inspire and include. Dir. Geary noted that she does not see anything that particularly resonates with just the tech field in this presentation. She feels that the jobs that Seattle tends to provide is tech heavy and feels that those jobs are hard to reach.

Dr. Perkins clarified that this profile is not meant to be a skills outline and to be specifically detailed, but there is more research we can do to enumerate the type of skills that employers are looking for. Dir. Geary asked how we start shifting how women identify themselves as learners, and gravitating to science and tech jobs, and these are important fields of work that young women aren't coming out of public education feeling like that is the direction for them.

Dir. Patu noted a way to get students ready is to get them out in the community and in corporations to see what is out there, asked to explore how do we introduce them to the organizations in our community. Dr. Perkins noted a potential next step with the Profile is to provide additional guidance on what it would look like for classrooms to promote the outcomes listed in the Profile.

Dir. Burke noted the content here that emphasizes the growth in technology in Seattle, and noted that we are a diverse community, and that we should acknowledge that diversity. He also wants to hear from the students about what we are missing, what gaps are there from their perspective that lead to the leaky pipeline to college.

Dir. Pinkham asked how well the students know about cross-disciplinary studies. How does art cross over into engineering, and how does science/math cross over with engineering? He noted that sometimes the degree does not dictate the career. Dr. Perkins noted the helpful suggestion across disciplines and noted that perhaps it was not as explicit as it could be on the document itself.

Directors and staff discussed each of the sections of the Profile of a Graduate to look at what resonates and what is missing. Mr. Tolley noted anticipating a few minutes for reflecting and note taking, with the tool provided.

Dir. Geary noted identity security is missing, and the desire for students to come out of our setting knowing firmly enough about themselves. Dir. Peters noted if there is a way to distill this a bit, hope our students will be self-confident individuals and reaffirm who they are to go forth in the world and succeed. She pointed out that they should learn how to learn and enjoy learning. How do we fulfill the mandates and still graduate students who are still excited about learning while checking all the mandated boxes? Dir. Harris asked where the arts is referenced, and suggest it is a huge miss not to have that there. Dr. Perkins noted the "creative expression" reference on the document was intended to be around the arts and in terms of confidence, the piece on a "joyful life" was meant to incorporate that.

Dir. Patu noted our kids do not have enough time to think critically and to give extensive ways to solve problems on their own. Dr. Perkins noted that the common core standards and related curricula promote critical thinking opportunities.

Dir. Pinkham asked how the extracurricular activities will be a part of this, through sports/drama/other activities, can this earn additional credits. Dr. Perkins noted we will have to be creative and look at cross crediting. He noted that community partners and businesses connections could yield internships that may be a credit earning opportunity. Dir. Pinkham would like to make sure that extracurricular activities are not sacrificed while students are loaded down to meet the 24-credit requirement. Dr. Kinoshita noted the

work in regards to students being physically fit and have an active lifestyle to ensure this document was not all just about academic learning.

Dir. Burke noted as a business owner, from his perspective, it is not all about confidence, but is about the confidence with the means to back it up and actualize that in their day to day activities.

Dir. Harris asked where the word ethical would be included on this as a character trait, global citizenship does not speak to the individual character trait that we are trying to enhance.

Dir. Geary noted what resonates for her is the mandated civics, and noted for staff to be aware that if we publish this, then civics has to be part of the curriculum. She does not want us to go through this as an exercise and something that we cannot be held accountable for. Dr. Perkins echoed the need for civics and social studies standards, and having the opportunity to practice being an active citizen. The mandate is already there, and the responsibility is on us to make it real and carry it out. Dir. Pinkham noted his assumption is that this is social justice and equity but that it does not mention being culturally responsive.

Dir. Peters noted the language “our graduates will” sounds like a command, and does not touch on the intent of the tone we are striving for. We want them to be able to do all of these things, we cannot control their minds but we want to equip them to do these things. Dir. Peters noted the mention on the handout for students to be financially literate, and does this mean we are promising something that we do not really offer or is this an aspirational goal or will it be a part of the 24 credits. Dr. Perkins noted that he wants to be clear the context is that this is a vision for the future, this is the honest conversation of what the students need. It is our job to figure out what students need and then how we get them to meet that and to figure out how to operationalize this for the district.

Dir. Patu noted the desire to have students be able to embrace their passions and asked how can we accommodate that passion when we do not offer the classes for that. Dr. Nyland noted that the hope is to make changes to increase credit-earning opportunities so that students are able to hit the passionate piece that gives them joy and that makes sure that they are ready for the future. He noted that there are many ways to increase opportunities.

Dr. Perkins discussed slides 19-25, noting the five objectives for 2017-18, the previous work of community engagement for this work, and the future community engagement. He asked the Directors for feedback on this strategy to leverage existing partners and community organizations and groups for the future work. Director noted to include: Skill Up Washington, Race and Equity Analysis, Drop Out student exit polls, families (middle and high school), and local university counselors.

Dir. Peters is worried that we may end up just promoting the credit retrieval process and use other methods to earn credits. Dir. Harris noted that if online retrieval is an option that she feels it should go through a curriculum adoption process. Dir. Burke noted that we have to think of this conversation in terms of what we are starting, stopping and changing; we cannot just add. We have to transform and replace in some cases.

Dr. Perkins noted the next work session on October 11, 2017 to dive in to the details and the policy work.

This meeting adjourned at 6:25pm.