

**Mayor's Education Summit Advisory Group
Advisory Group Meeting
March 14, 2016
Seattle City Hall, Bertha Knight Landes Room, 1st Floor**

Advisory group members present: Co-Chair Ron Sims, Co-Chair Brad Tilden, Co-Chair Sheila Edwards Lange, Co-Chair Kristin Bailey-Forgarty, Dwane Chappelle, Council President Bruce Harrell, Dr. James Smith, Larry Nyland, Heather Baker (on behalf of *Phyllis Campano*), Cassandra Johnson, Blair Taylor, Maud Daudon, Bonnie Beukema (on behalf of *Erin Kahn*), Juliette Schindler Kelly (on behalf of *Dr. Yolanda Watson Spiva*), Jennifer Mims, Pamela L. Banks, Estela Ortega, Janis Avery, Stephanie Lennon (on behalf of *David Beard*), Saadia Hamid, Theodore Howard, Omar Vasquez, Ed Taylor, Kent Koth, Fern Renville, James Hong (for *Erin Okuno*), Kaaren Andrews, Cynthia Tee. *Facilitator:* John Howell.

Ed Summit/City staff present: Deputy Mayor Hyeok Kim, Regina Jones, Sid Sidorowicz, Long Phan, Gracie Geremia, Robert Feldstein, Kathryn Aisenberg, Waslala Miranda, Isabel Munoz-Colon, Jason Kelly, Kacey Guin, Sara Rigel. *Other guests present:* Bernardo Ruiz (SPS), Brent James (SPS), Eric Anderson (SPS), Pat Sander (SPS), Carri Campbell (SPS).

Not Present: Howard Frumkin, Betty Patu, and Roxana Nourozi.

Action Items

| TASK | RESPONSIBILITY | DATE |
|---|--|----------------------------|
| 1. Create a revised Ed Summit Agenda | John Howell and Regina Jones work with co-chairs | <i>Work in progress</i> |
| 2. Prepare list of information requests from meeting and send to Advisory Group for review | John Howell | <i>By March 17</i> |
| 3. Answer group questions related to the state of education in Seattle Public Schools | Superintendent Larry Nyland and SPS team | <i>By April 12 Meeting</i> |
| 4. Revised Advisory Group Schedule with an additional May meeting included – Likely the week of May 9 | John Howell | <i>Work in Progress</i> |

Welcome

Co-Chair Brad Tilden quickly briefed the group on today's meeting agenda. The group quickly introduced themselves.

Committee Norms

John Howell asked the committee to adopt Committee Norms that will guide future group discussions. The group reviewed the committee norms at the last Advisory Group meeting. John described some of the committee norms, including agreeing to consensus by placing a thumbs up for agreeing, thumb to the side if you can live with the norm, and thumbs down if you cannot accept them.

- The committee unanimously agreed to adopt the Committee Norms.

John Howell reminded the group that the adopted norms state that alternates are asked to listen to the conversation but not participate in the discussions, respond to questions, or vote on recommendations.

UPDATES

Community Conversations

Regina Jones went over the Community Conversations and encouraged advisory group members to attend at least one conversation. There are three Community Conversations this week. The first community conversation was at the Greater Seattle Chamber of Commerce. Participants raised the importance of businesses partnering with K-12 education and had great table top conversations.

Education Summit Agenda

Regina described the draft Summit Agenda and asks for input. The Co-Chairs have reviewed the first draft agenda. The Summit is projected to start at 9 a.m. It will start with context building, Race and Social Justice Initiative (RSJI), and what we learned at community conversations. The event includes 3 presentations, which include: 1) child development and the effect of adverse childhood experiences (ACES); followed by, 2) a panel on what SPS and the City are doing to address the opportunity gap; and 3) speakers presenting on best practices locally, regionally or nationally to address the opportunity gap. Each presentation will be moderated by a co-chair. There will be table conversations after the presentations with report outs to the full group. At the conclusion of the presentations there will be table conversations about what city can do to address opportunity gap. The summit will be closed by the Mayor and co-chairs. The City Office of Economic Development (OED) is considering organizing a summer job interview fair with youth summer job initiative following the Education Summit.

The group gave the following feedback:

- **Youth Involvement:** Several group members stressed the importance of engaging youth at the summit. They felt that it is important to hear the voices of the students who will be impacted by any changes. A suggestion was made to meet with a group of college-bound students known to a member, while another recommendation was to include voices of students who have not been successful in the public school system.
- **Clear Objective of Summit:** Several group members felt that there was no clearly stated objective for the Summit. It was difficult to decipher whether people were there to listen or engage in conversation. Regina Jones let the group know that the Summit is meant to educate the community on best practices, as well as, listen to their concerns and act as an extension of the community conversations.

Presentation on State Education Context

Isabel Munoz-Colon provided a high-level overview of the recent or pending actions at the state level that have an impact on the school district and the issues the Advisory Group will be discussing (presentation is available online). She highlighted opportunities and challenges related to state policy and funding changes. One significant change was around the number of credits needed to graduate high school. Students now need 24 credits, but there is more flexibility to choose a pathway, particularly around world languages.

Presentation on Seattle Public Schools

Superintendent Dr. Larry Nyland gave a presentation on the state of SPS, what is known about the opportunity gap, and what the district is doing to address it (presentation is available online).

During the presentation, discussion and questions included:

- **Dropout Rates:** There were a number of questions about school dropout rates and how the district works with students at risk of dropping out or who have already dropped out. In response to a question on how SPS tracks dropouts and how they know who drops out, several principals stated that it is difficult to know every single student that drops out. There are 40 agencies working with high school dropouts. Sometimes dropouts are identified through the juvenile justice system. A lot of student dropouts get resources through referrals from other students or agencies. Dr. Nyland spoke about the three-fold positive strategy for making students feel welcome and cared for at school. Additional questions included:
 - What are the current dropout rates of middle school and high school students in SPS?
 - What is the demographic breakdown of those rates?
 - What does the data say on the causes of student dropout rates? Are there any indicators or survey data?
 - What can employers be doing to help end this trajectory?
 - What is the data on dropout students ending up in the criminal justice system?

- **Suspension:** There was discussion about the impact of suspensions on student performance and on dropout rates. A group member asked why the district is still suspending middle school and high school students for nonviolent acts. Dr. Nyland spoke about the moratorium on elementary suspensions and work by a number of schools to create behavioral interventions. Another group member stated that every school has its own methods for interventions and they look different at each school. A concern was expressed regarding the possible link between suspending students and those students being launched into the criminal justice system. Group member discussed that it is difficult to intervene when there is often no guardian to call at home. There was also discussion on how teacher training on regulating students socio-emotional behaviors may be key to seeing the difference between high and low-disciplined schools. Additional questions included:
 - How many students are being suspended at each school?
 - What is the data on student performance (testing scores, graduation rates, etc., based on race and income) for the eight immersion schools versus non-immersion schools?
 - What is the correlation of students suspended ending up in the criminal justice system?

- **Race and Social Justice:** Some group members discussed the importance of looking at discipline through a criminal justice lens. Comments were made about how the problem is not our children, but the problem is how we can help all students fit into the education system. It was suggested that the larger problem is how inequity plays into society. When asked about how race and equity/ Positive Behavioral Intervention & Support (PBIS) schools are chosen, the response was that there is an application process and schools are chosen based on their readiness and school culture. Additional questions included:
 - Can you provide a list of Race and Equity Schools?
 - What are the college acceptance rates and how many students graduate from college in 4-5 years?
 - Given the teacher shortage, how many teachers are needed, at what level? What efforts are underway to recruit teachers of color?

John Howell wrapped up the presentation by commending the group for relating their questions to possible actions and thanking Dr. Nyland for providing foundational knowledge to the group.

Next Steps and Adjourn

John Howell let the group know that notes were being taken on the questions the group had for SPS and the questions will be circulated to Advisory Group members to make sure all of the requests for additional information were captured. John announced two changes to the advisory group meetings. 1) The Race and Social Justice Initiative (RSJI) was a critical component originally left off the list of topics for future meetings. The majority of April's meeting will be dedicated to an RSJI training and a discussion with the Mayor. 2) Because of that change to the plans for the April meeting, we need to add another meeting the week of May 9th, so we can still talk about the city's initiatives and child development. A notice will be set to members when the date is confirmed.

Co-Chair Brad Tilden thanked the group and reminded them that they want to think about how we are going to translate these discussions into recommendations at the end of this process.