



# High School Modeling and Career Technical Education (CTE)

February 2020

# Agenda

- Welcome
- Superintendent Graff
- Update on high school modeling
- Proposed CTE programming
- Moderated feedback session

# Meeting Norms and Expectations

- Keep all MPS students at center of dialogue
- Contribute to maintaining a safe, welcoming and respectful environment
- Place cell phones on silent
  - Use discretion in live-streaming; individuals have right to privacy
  - Acknowledge and embrace a multilingual environment
- Be open to possibilities and be aware of how lived experiences shape understanding
- Seek help and support from MPS staff when needed

# Superintendent Ed Graff

# High School Update

# Providing Students a Well-Rounded Education

## MPS supports federal definition of a well-rounded education:

... courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, global languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. (Every Student Succeeds Act: S. 1177-298)

New to ESEA, and included in ESSA's well-rounded education definition:

	<b>Writing</b>		<b>Technology</b>
	<b>Engineering</b>		<b>Computer Science</b>
	<b>Music</b>		<b>Career and technical education</b>
	<b>Health</b>		<b>Physical Education</b>

## Vision for an MPS Graduate

- Attain MPS credits and career/college readiness
- Awareness of and access to college and career options
- Access to advanced academic opportunities
- Demonstrate critical thinking, problem-solving skills
- Opportunities to learn/interact in world and Indigenous languages and cultures
- Engaged in community service
- Resilient, confident and empathetic
- Able to consider the SEL needs of other and to understand the impacts of my feelings and actions have on others.
- Participation in arts, athletics, activities

# Special Education Focus

- Increased access to core instruction (math, English, social studies, science)
- Increased four-year graduation rate
- Increased number of Special Education course catalog options
- Citywide programming better distributed across district
- Citywide adaptive athletics programming continues

# Current High School Attendance Areas – 2019-20

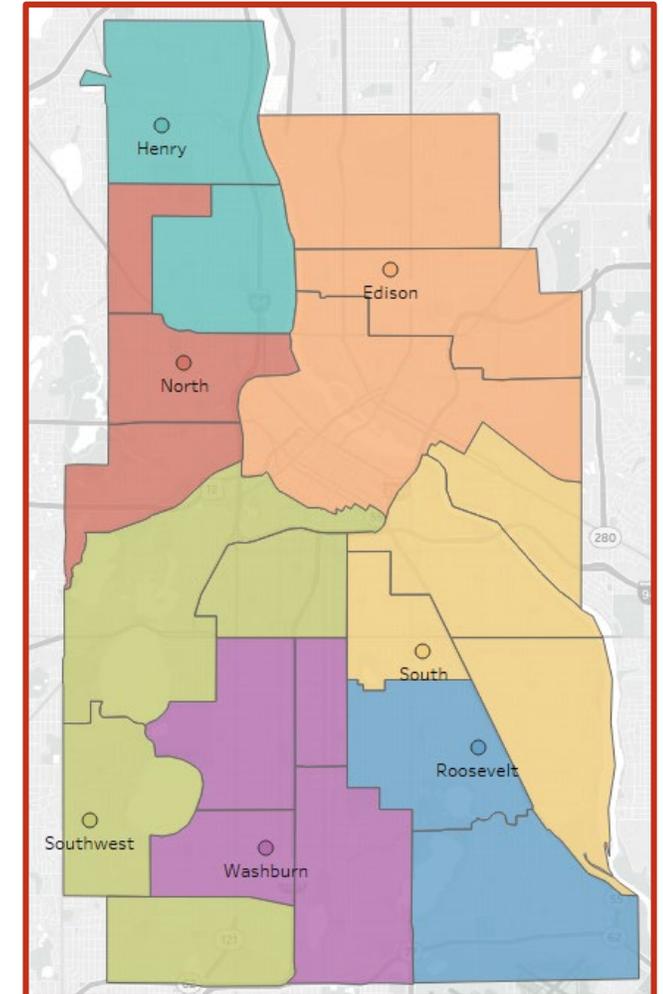
## Two racially isolated schools:

- Henry High at 90.59%
- North High at 98.47%

## One school under-enrolled:

- North High at 17.5% of capacity

High School	Capacity	Enrollment	Enr%	FRL	Frl%	SOC	Soc%
Edison High	1550	840	54.19%	612	72.86%	665	79.17%
Henry High	1571	861	54.81%	589	68.41%	780	90.59%
North Academy	1864	326	17.49%	227	69.63%	321	98.47%
Roosevelt High	2051	931	45.39%	628	67.45%	684	73.47%
South High	2072	1660	80.12%	882	53.13%	1043	62.83%
Southwest High	2092	1833	87.62%	683	37.26%	793	43.26%
Washburn High	1540	1556	101.04%	509	32.71%	649	41.71%

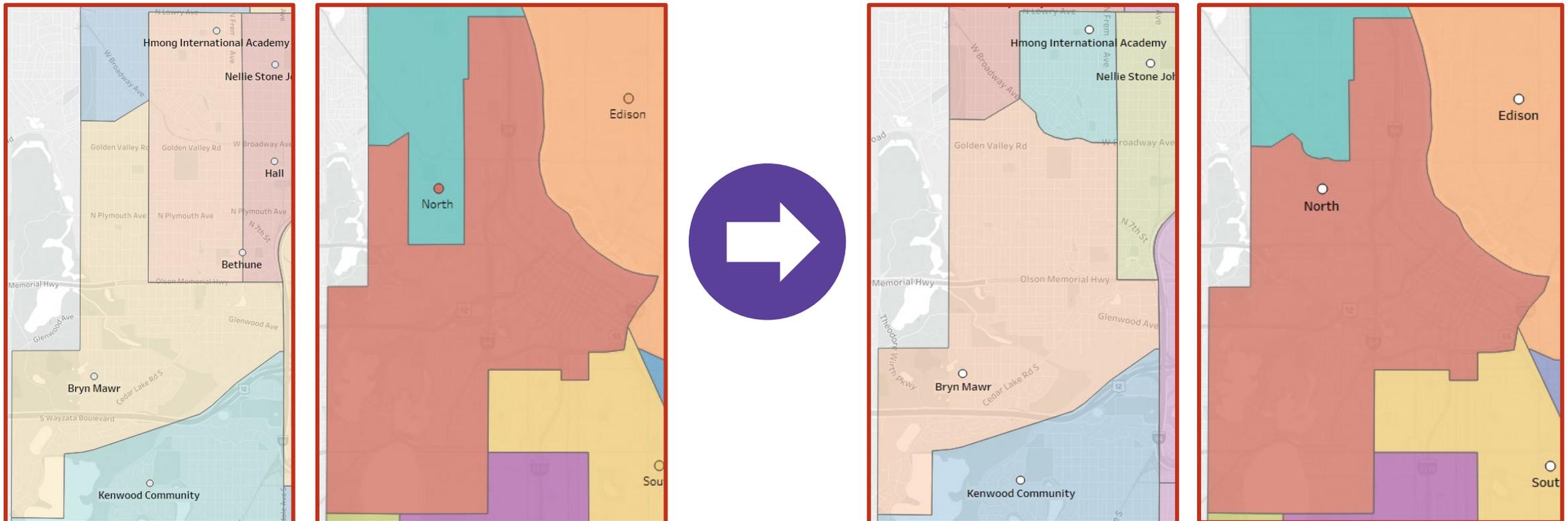


# High School Attendance Areas Rationale

- **Final layer** of boundary work
- **Align high school boundaries to middle school** attendance areas to keep middle school cohorts together.
- **Stronger elementary and stronger middle** programs better prepares students for high school, higher academic achievement
- **Distribute resources more equitably** in seven comprehensive high schools, allowing all students to access well-rounded education in their community high school
- **Build enrollment** on Northside

# Revised Comprehensive High School Model

- Adjusts Hmong International Academy southern boundary north to Broadway Ave
- Places North within its own Attendance Area



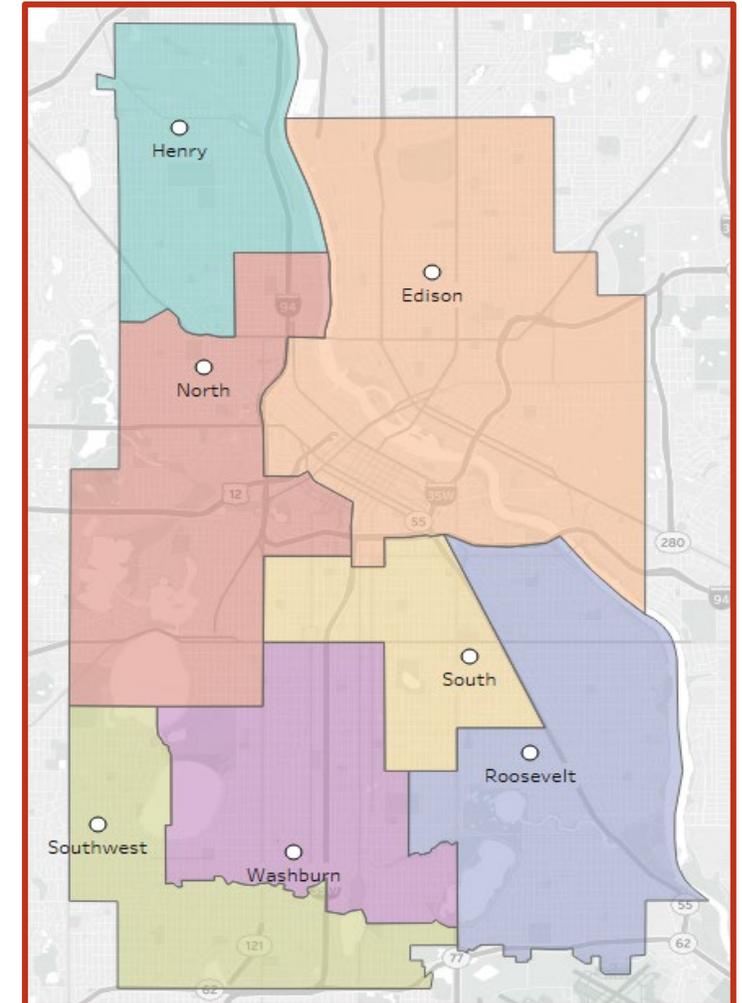
# Revised Comprehensive High School Model

## Two racially isolated schools:

- Henry High at 91%, relatively unchanged
- South High at 87.6%

## No schools under-enrolled

High School	Capacity	Enrollment	Enr%	Frl%	Soc%
Edison High	1550	982	63.4%	68.6%	71.0%
Henry High	1571	1385	88.2%	72.6%	91.0%
North Academy	1864	1431	76.8%	64.4%	76.5%
Roosevelt High	2051	1321	64.4%	43.5%	49.6%
South High	2072	1654	79.8%	78.3%	87.6%
Southwest High	2092	1249	59.7%	18.1%	25.3%
Washburn High	1540	1660	107.8%	43.3%	52.8%



# Additional Considerations

- High schools transition beginning with 2021-22 incoming 9th graders
- 10th, 11th and 12th grade students would remain in current high schools until graduation
- Some inter-district enrollment still anticipated via school choice; considering as part of Placement Protocols.
- District investment in currently under-enrolled schools in advance of implementation to build programming
- Integrated learning opportunities through CTE

# Career and Technical Education

# CTE: Board Resolution Alignment

**The Board of Education on Oct. 7, 2019, passed resolution outlining values to be threaded through Comprehensive District Design.**

- Provides well-rounded...education so every student ... equipped with academic, social/emotional, and technical skills to be successful in college and/or career
- Incorporates articulated thematic and/or specialized programming and predictable staffing to support academic opportunities for students
- Accessible to all parts of city
- Rigorous, relevant, and responsive to student interests and goals
- Includes plan for CTE continuum that includes career exploration, career readiness courses, and career skills and credentials

# CTE: Benefits of Centralized Sites

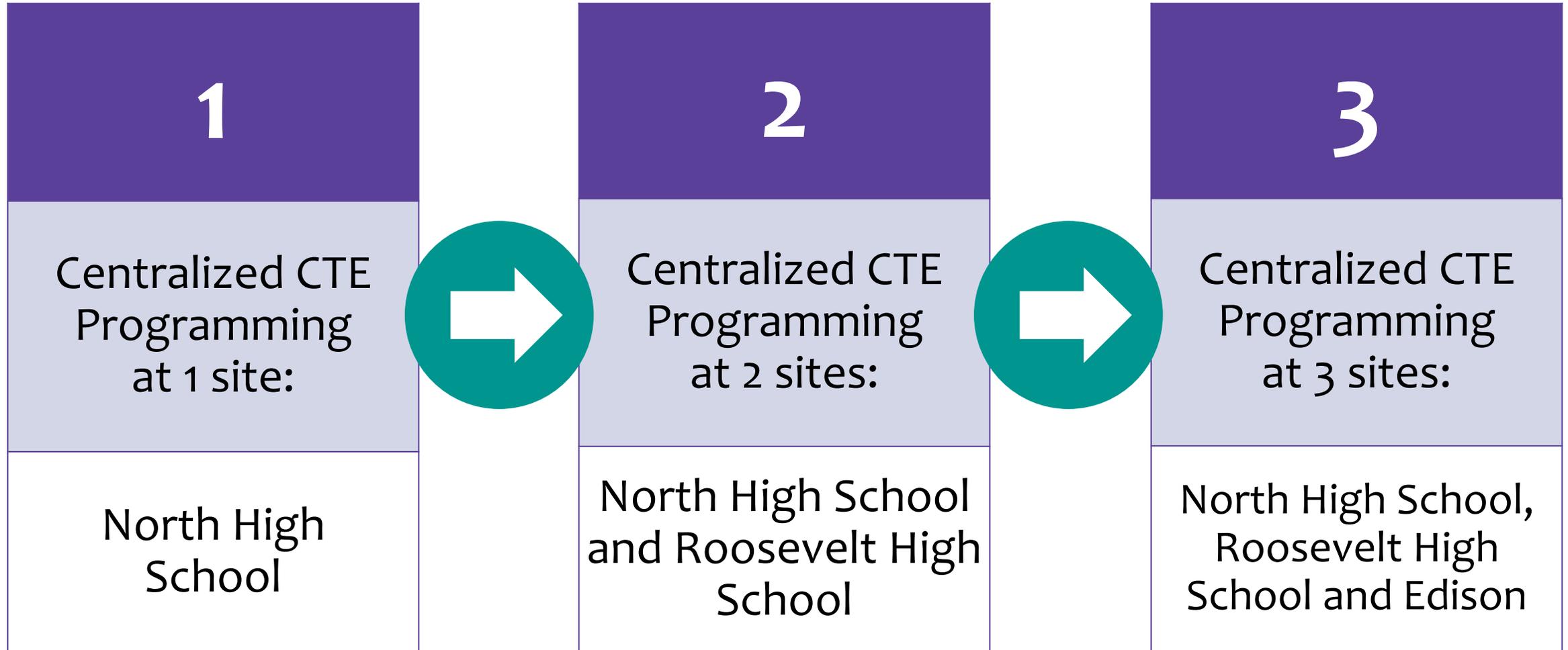
- Professional studies related to personal career interests, career success prep in high tech, high skill, local/global economies.
- Equitable access to all MPS Career Pathway programs via city-wide enrollment options
- College credit and industry-specific certification opportunities aligned to workforce needs of Twin Cities metro
- Improved graduation rates for most at-risk youth
- Maximized resources (i.e. financial, staff, material, equipment) and leverages community relationships by creating agile, easy adaptable learning centers
- Grad requirements for fine arts, math, science and/or language arts incorporated into CTE pathways to maximize student experience



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# CTE: CDD Decision-Making



# CTE: Proposed Model

<b>North Tech Center:</b> North High School	<b>Northeast Tech Center:</b> Edison High School	<b>South Tech Center:</b> Roosevelt High School
<ul style="list-style-type: none"><li>• Engineering</li><li>• Computer Science- Information Technology</li><li>• Robotics</li><li>• Web &amp; Digital Communications</li></ul>	<ul style="list-style-type: none"><li>• Business</li><li>• Law and Public Safety</li><li>• Agriculture</li></ul>	<ul style="list-style-type: none"><li>• Auto</li><li>• Construction</li><li>• Machine Tool</li><li>• Welding</li><li>• Healthcare</li></ul>

\*\* Education Pathway not funded through CTE but being considered for career pathway at Henry High School

# CTE: Program Movement Impact

## What happens to schools that no longer host CTE programming?

- CTE programming at specific sites is programmatic and financial value-add to host site
- Schools that no longer host CTE programming use school budgets to budget for elective courses as determined by student interest and need
- Schools can consider having afterschool programming and clubs

## Why can't we add more CTE programs to other schools instead of centralizing programs?

- Currently, across MPS, CTE is up to 82.2% under-enrolled
- In order to increase enrollment, more students must be allowed to utilize CTE programming

# Moderated Q&A

# Thank you