INDEPENDENT SCHOOL DISTRICT NO. 625  
Saint Paul, Minnesota  
COMMITTEE MEETING OF THE BOARD OF EDUCATION  
Administration Building  
360 Colborne Street  
Saint Paul, Minnesota 55102  

February 7, 2023  
4:30 PM  

A G E N D A  

1. CALL TO ORDER  

2. AGENDA  
   A. Superintendent's Announcements  
   B. PreK-12 Math Curriculum Review and Adoption  
      1. Introduction  
      2. Presentation  
      3. Discussion  
      4. Action  
   C. Policy Update  
      1. Introduction  
      2. Presentation  
      3. Discussion  
      4. Action  
   D. Student Outcomes Focused Governance: Logic Model Review  
      1. Introduction  
      2. Presentation  
      3. Discussion  
      4. Action  
   E. Student Outcomes Focused Governance: Community Engagement Brainstorm Session  
      1. Introduction  
      2. Presentation  
      3. Discussion  
      4. Action  

3. ADJOURNMENT  
#BoldSubject#
PreK- 12 Math Curriculum Review & Adoption

February 7, 2023
Access to high-quality grade-level instruction is the pathway to equity.

Whitney Oakley
Learning Forward
Key Terms

Curriculum
The road map to the content standards and learning outcomes expected to be learned by each student.

Instructional Model
The common, evidence-based, culturally responsive frameworks used for instructional planning, delivery and assessment.

Materials
The physical and digital resources available to support the curriculum and instructional model.
Nation’s Report Card

The Nation’s Report Card, released October 24, 2022 by the U.S. Department of Education’s National Center for Education Statistics (NCES) reported that the national average score declines in mathematics for fourth- and eighth-graders were the largest ever recorded.

- Scores declined for most racial and ethnic groups
- Basic Math dropped to back to the year 2000 level
## SPPS MCA Math Data

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>36.7%</td>
<td>35%</td>
<td>33.1%</td>
<td>32.1%</td>
<td>N/A</td>
<td>21.4%</td>
<td>25.2%</td>
</tr>
</tbody>
</table>

[Bar chart showing percentage trends for different groups over the years.]

### Why

- 2016: [Reason A]
- 2017: [Reason B]
- 2018: [Reason C]
- 2019: [Reason D]
- 2020: [Reason E]
- 2021: [Reason F]
WHY

SPPS ACHIEVES: Effective and Culturally Responsive Instruction

Provide instruction in ways that are responsive to each student so they stay engaged and feel valued in the classroom.

Long-term Student Outcomes

The SPPS Achieves Strategic Plan is shaped through six long-term student outcomes. These are key areas of achievement we want to improve in order to raise the performance of all students.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Decrease disparities in achievement based on race, ethnicity, culture and identity</td>
<td>Increase achievement of English Learners</td>
<td>Increase achievement of students receiving special education services</td>
<td>Improve kindergarten readiness</td>
<td>Increase academic growth in reading and math for all students</td>
<td>Prepare all graduates for college, career and life</td>
</tr>
</tbody>
</table>
Our Current Situation

<table>
<thead>
<tr>
<th></th>
<th>PreK</th>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● Using Everyday Math Pre-K Curriculum from 2008</td>
<td>● Everyday Math Curriculum was adopted over 20+ years ago</td>
<td>● Originally adopted Holt Curriculum prior to the release of the 2007 math standards.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Due to shift in curriculum, Pre-K Teachers creating their own Guided Group and Whole Group lessons</td>
<td>● Due to the lack of alignment, SPPS created their own scope and sequence, curriculum and assessments.</td>
<td>● Due to the lack of alignment, SPPS created their own scope and sequence, curriculum and assessments.</td>
<td>● Have not done advanced coursework adoption since 2003.</td>
</tr>
</tbody>
</table>
**SEPTEMBER 2022**

**PLANNING**
- Steering Committee assemble
- Math team attend NCTM & NCSM Conference

**OCTOBER 2022**

**PLANNING**
- Draft Criteria List
- Identify possible curriculum to review
- Request vendors for materials to review

**PLANNING & ENGAGEMENT**
- Steering committee review and weed out curriculum materials
- District Stakeholder Engagement
- Send out & review teacher input
- Work with REA to create evaluation rubric
- Top 3 curriculum identified per grade-band/course

**NOVEMBER 2022**

**MATERIALS REVIEW**
- Leadership Academy
- Math Leads
- Learning Leads
- Academic Department/Offices
- Data Collection
- Develop Implementation Plan
- Develop PD Plan

**DECEMBER 2022**

**MATERIALS REVIEW**
- PreK-12 Teachers
- Community (PAC)
- Data Collection
- Data Analysis
- Final decisions
- Develop Implementation Plan
- Develop PD Plan

**JANUARY 2023**

**HOW**
- Feb 7 COB
- Data Analysis
- Final Selection
- Develop Implementation Plan
- Develop PD Plan

**FEBRUARY 2023**

- Data Collection
- Data Analysis
- Final decisions
- Develop Implementation Plan
- Develop PD Plan
**MARCH 2023**

**BOE**

BAI

March 7 COB

March 21 BOE

**APRIL 2023**

**PURCHASING & PLANNING**

Work with the Business to place materials order

Finalize Implementation Plan

**PLANNING**

Summer PD

Monitor & Adjust Implementation plan

Finalize PD Plan

Summer PD

**MAY 2023**

**JUNE 2023**

**MATERIAL SHIPMENT by June 30, 2023**

Materials ship to sites

**JULY 2023**

**PROFESSIONAL DEVELOPMENT**

K-12 Teachers

Monitor & Adjust Implementation and PD plan

**AUGUST 2023**

**PROFESSIONAL DEVELOPMENT**

K-12 Teachers

Monitor & Adjust Implementation and PD plan
6 Guiding Principles (NCTM)

<table>
<thead>
<tr>
<th>Teaching &amp; Learning</th>
<th>Access &amp; Equity</th>
<th>Curriculum</th>
<th>Tools &amp; Technology</th>
<th>Assessment</th>
<th>Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages students in meaningful learning experiences</td>
<td>Access to a high-quality mathematics curriculum, effective teaching and learning, high expectations</td>
<td>Have a coherent learning progression and makes connections to the real world</td>
<td>Integrates the use of mathematical tools and technology</td>
<td>Provides evidence of proficiency, includes a variety of strategies and data sources, and informs feedback to students</td>
<td>Educators hold themselves accountable for success of every student and professional growth towards effective math instruction</td>
</tr>
</tbody>
</table>
Teaching & Learning: NCTM
8+1 Math Teaching Practices

- Establish mathematics goals to focus learning
- Implement tasks that promote reasoning and problem solving
- Use and connect mathematical representations
- Facilitate meaningful mathematical discourse
- Pose purposeful questions
- Support productive struggle in learning mathematics
- Build procedural fluency from conceptual understanding
- Elicit and use evidence of student thinking

Effective Teaching Practices for Mathematics

Teacher Input

Supports CRI teaching model
Consistency in math language throughout PreK-12
Promotes student math identity
Promotes student collaborative work
Digital Access

MLL/SPED Supports available
Encourages visual thinking models
Enrichment Supports available
Task, Question & Evidence process embedded within lessons
Language supports evident within lessons

Scope and sequence supports developmentally appropriate learning progressions
Conceptual-Linking-Procedural model in unit flow supported by the Concrete-Representational-Abstract model
Adaptable to Immersion & Montessori programs
Materials Reviewed

- Carnegie: 6-Algebra 2
- HMH: PreK-12
- Savaas: PreK-12
- Illustrative/Imagine Learning: K-12
- Amplify/Desmos: 6-8
- Open Up: K-12
- Illustrative Math with Kendall Hunt: K-12
- CPM: 6-12
- Bridges: PreK-5
- Big Math for Little Kids Pre-K
- Building Blocks Pre-K
- Pre-K Mathematics Curriculum
# K-12 Final Selections

<table>
<thead>
<tr>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imagine Learning</td>
<td>Carnegie Learning (6-8)</td>
<td>Imagine Learning</td>
</tr>
<tr>
<td>Illustrated Math (K-5)</td>
<td></td>
<td>Illustrated Math (9-12)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HMH: Into Math (K-5)</td>
<td>HMH: Into Math (6-8)</td>
<td>HMH: AGA (9-12)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bridges in Mathematics (K-5)</td>
<td>Savvas Learning: enVision (6-8)</td>
<td>Savvas Learning: enVision (9-12)</td>
</tr>
</tbody>
</table>
Elementary
<table>
<thead>
<tr>
<th>Publisher</th>
<th>Subject</th>
<th>Grades</th>
<th>Report Release</th>
<th>Alignment</th>
<th>Usability</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carnegie Learning</td>
<td>Math</td>
<td>6-8</td>
<td>7/20/2022</td>
<td>Meets</td>
<td>Meets</td>
<td>Carnegie Learning Middle School Math Solution</td>
</tr>
</tbody>
</table>
High School
Engagement Sessions

● 25 Sessions
  ○ 12 Open House Sessions (K-12 Teachers, PACs, Academic Offices)
  ○ 7 PLC Sessions at the High Schools
  ○ 3 Principal Sessions
  ○ 3 Learning Lead & Math Lead Sessions

● Over 282 Educators Participated
  ○ Elementary School  209 Teachers
  ○ Middle School     27 Teachers
  ○ High School      46 Teachers
● Principal Playbook
● The Bridge
Next Steps:

March 7
COB

March 21
BOE

Note: Final selection for Elementary, Middle School and High School will be put forth in a BAI at the March board meeting.
THANK YOU!!!

Maijue Lochungvu
Assistant Director, OTL
mai.jue.lochungvu@spps.org

Sue Braithwaite
Elementary Curriculum Supervisor, OTL
susan.braithwaite@spps.org
Committee of the Board Meeting

Updates to Policy 716.00
Advertising in the Schools

Erica Wacker, Director of Communications
Aquanetta Anderson, Assistant Director of Family Engagement & Community Partnerships

February 7, 2023
Updates to Policy 716.00 Advertising in the Schools

Why are we proposing changes to Policy 716.00 Advertising in the Schools?

- Last updated in April 2012, does not meet current partnership standards and best practices
- Current language is overly limiting, unclear and not consistently implemented
- Need to update to clarify impacts on partners, vendors and prospective advertisers
### Proposed Changes to Policy 716.00 Advertising in the Schools

<table>
<thead>
<tr>
<th>What</th>
<th>Current Language</th>
<th>Proposed New Language</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Advertising in the Schools</td>
<td>District Advertising and Name or Logo Use</td>
<td>Current language does not accurately reflect what the policy addresses</td>
</tr>
<tr>
<td>Purpose Statement</td>
<td>Current language only addressed advertising in the purpose statement</td>
<td>New language addresses both advertising and logo use in the purpose statement</td>
<td>Provide clarity and consistency throughout policy</td>
</tr>
<tr>
<td>Permission</td>
<td>Permission is granted by the Board</td>
<td>Either through contract or by Superintendent or designee</td>
<td>Waiting for Board approval runs the risk of missing opportunities</td>
</tr>
<tr>
<td>General Requirements</td>
<td>Current policy has four general requirements/guidelines</td>
<td>Expands to eight requirements/guidelines</td>
<td>Provides more explicit requirements</td>
</tr>
</tbody>
</table>
Updates to Policy 716.00 Advertising in the Schools

See proposed changes here.
Example

Inspire students to think critically, pursue their dreams and change the world.

Nonprofit and Education Partners

- Academy of Finance
- Academy of Information Technology
- AchieveMpls
- Advancement Via Individual Determination (AVID)
- BPA
- College Possible
- ConnextMSP
- Cookie Cart
- DECA
- Financial Planning Association of Minnesota
- Generation Next
- Get Ready for College
- Inner City Tennis
- Jump$tart Coalition for Personal Financial Literacy
- MENTOR Minnesota
- Minnesota Bankers Association
- Minnesota Computers for Schools
- Minnesota Council on Economic Education
- Minnesota Department of Commerce
- Minnesota Department of Education
- Minnesota Department of Labor and Industry
- Minnesota Department of Transportation
- Minnesota Marketing, Business, and Information Technology Educators
- Minnesota Society of Certified Public Accountants
- Project Build
- Right Track
- Search Institute
- Securities Industry and Financial Market Association
- St. John's University - Donald McNeely Center for Entrepreneurship
- Synergy & Leadership Exchange
- Tackling Obstacles and Raising College Hopes (TORCH)
- The Itasca Project
- TRIO Upward Bound
- University of Minnesota
- University of St. Thomas Opus College of Business
- University of St. Thomas School of Education
- University of St. Thomas Schultze School of Entrepreneurship
Next Steps

- Discuss as a Board in today’s COB

- If approved today to move forward, have the policy go through the three-reading process at the February, March and April BOE meetings

- Vote at the April BOE

- Between today’s discussion and the vote in April, we can make adjustments to the proposed new language, if needed
Discussion

Open up to Board members for questions and/or clarifications.
716.00 DISTRICT ADVERTISING IN THE SCHOOLS AND NAME OR LOGO USE

PURPOSE
The Board recognizes that the resources that the District may derive from advertising will benefit the District, its schools and students. The Board also recognizes that its name and logo are of value and wish to protect the District’s reputation by monitoring the use of its name and logo.

Advertising in the Saint Paul Public Schools must support the District’s mission, be consistent with District Policies and Administrative Procedures, and must not in any way compromise the educational programs or reputation of the District.

DEFINITION
For the purposes of this Policy, “Advertising” refers to commercial messages which call the attention of the public to a message by or for an entity other than the District, placed in District facilities or publications, including electronic media.

Display of brand names or logos to acknowledge monetary or other support, including grants or gifts, provided to the District from another entity is not considered advertising and is permitted, so long as it otherwise complies with this Policy.

GENERAL REQUIREMENTS

USE OF DISTRICT NAME AND/OR LOGO

1. No one shall employ by direct or indirect reference the name or logo of the school district (or any of the District’s schools or programs) to endorse, sanction, or approve a commercial product or business enterprise, without the permission of the Board unless
   A. There exists a current contract and/or partnership between the school district and the entity requesting such use and that the contract explicitly grants the entity permission to use the school district name or logo; or
   B. The Superintendent or the Superintendent’s designee grants permission for such use.

2. No one shall employ by direct or indirect reference the name or logo of the school district (or any of the District’s schools or programs) to endorse, sanction, or approve a commercial product or business enterprise that in any way compromises the educational programs or reputation of the District.

2. Any advertising by electronic means, including Internet or Web sites, must not link directly to another site that contains advertising.

2. Display of brand names or logos to acknowledge monetary or other support, including grants or gifts, provided to the District from another entity is not considered advertising and is allowed including through electronic media, as
long as it meets the standards specified above.
3. Advertising to support district or school publications, including those produced or reproduced in electronic or digital media, such as Web pages, is permissible provided the subject matter meets the standards specified above.
4. All other advertising must be approved by the Superintendent or designee based on the Guidelines below.

GUIDELINES FOR APPROVED ADVERTISING

GENERAL REQUIREMENTS
1. Advertising shall not be approved for venues where it would be principally directed to students.
2. Advertising may be allowed in venues where it would also be directed to members of the public.
3. Advertising shall not be permitted if it involves substantial modification of plant/school district facilities or property.
4. Advertising must not contain content that is libelous, is obscene, is discriminatory, is sexually explicit, references products that are illegal for use by minors, interferes with the rights of others, or materially and substantially disrupts the school.
5. Advertising to support district or school publications, including those produced or reproduced in electronic or digital media is permissible provided it otherwise meets the standards contained in this Policy.
6. The District reserves the right to prohibit any advertising by any electronic means that links to any content that violates the standards in the Policy.
7. Advertising in the Saint Paul Public Schools must support the District’s mission, be consistent with District Policies and Administrative Procedures, and must not in any way compromise the educational programs or reputation of the District.
8. Revenue or resources from advertising shall be distributed in an equitable way across the schools and programs of the District.

LEGAL REFERENCES:
MN Statute § 123B.025 (School Sponsorship and Advertising Revenue)

CROSS REFERENCES:
SPPS Policy 414.00 – Tobacco Free Environment
SPPS Policy 504.00 – Drug-Free Schools
SPPS Policy 533.00 – Wellness Policy
SPPS Policy 617.00 – Multicultural, Intercultural, Non-Racist, Non-Sex-Biased, Gender and Disability Fair Education
SPPS Policy 801.01 – Buildings and Grounds: Name Selection
SPPS Policy 706.00 – Grants and Gifts
Student Outcomes Focused Governance:
Logic Model Review and Community Engagement Brainstorm Session

Jim Vue, Chair; Jessica Kopp, Vice Chair
February 7, 2023 – Committee of the Board
Inspire students to think critically, pursue their dreams and change the world.

**BOARD ACTIVITIES**

- Gather community input on goals and priorities
- Establish 3-5 goals
- Ongoing monitoring of goals and priorities through BOE meetings
- Coaching as needed from Council of Great City Schools

**OUTCOMES**

- Community feels included in goal setting
- Community feels values are protected through goal setting
- Community has greater trust in SPPS
- Administrators know what to expect from BOE
- Administrators adjust practice
- BOE understands the state of academic achievement in SPPS
- Greater trust between BOE and administrators

*Student outcomes improve*
Goal: By September 2023, Board adopts localized model for SOFG including goals, guardrails and monitoring calendar

- Jan: ✓ Public introduction through BOE
  ✓ Agenda redesign launch
- Feb: ✓ Brainstorm key stakeholders for engagement (COB)
  ✓ CGCS initiates one on ones with board members and administrators
- March: ✓ Training
  ✓ Debrief training (COB)
  ✓ Vote on SOFG at BOE
  ✓ Establish community engagement calendar (COB)
- April: ✓ Engage community
- May: ✓ Establish goals
  ✓ Establish guardrails

*Inspire students to think critically, pursue their dreams and change the world.*
Community Engagement

The SOFG framework includes robust, board-led community engagement to hear from students, caregivers, staff, and community members about their vision for SPPS students. This step is necessary to the development of goals.

TODAY’S PURPOSE

Begin the process of identifying the people and community groups in our district the board would like to engage in community feedback events.