



# **Saint Paul Public Schools**

## **COB Meeting**

**Tuesday, December 5, 2017 4:30 PM**

**SAINT PAUL PUBLIC SCHOOLS  
INDEPENDENT SCHOOL DISTRICT NO. 625**

**BOARD OF EDUCATION**



**Jon Schumacher**  
*Chair*



**Zuki Ellis**  
*Vice Chair*



**Mary Vanderwert**  
*Clerk*



**Steven Marchese**  
*Treasurer*



**John Brodrick**  
*Director*



**Jeanelle Foster**  
*Director*



**Chue Vue**  
*Director*



**ADMINISTRATION**  
**Dr. Joe Gothard**  
*Superintendent*

**BOARD OF EDUCATION COMMITTEES**

**Committee of the Board – Zuki Ellis, Vice Chair**

**SPPS VISION STATEMENT**

*Imagine every student*  
Inspired, challenged, and cared for by exceptional educators  
*Imagine your family*  
Welcomed, respected, and valued by exceptional schools  
*Imagine our community*  
United, strengthened, and prepared for an exceptional future  
**Saint Paul Public Schools: Where imagination meets destination**  
\*\*\*\*\*

**MISSION of the Saint Paul Public Schools – PREMIER EDUCATION FOR ALL**  
\*\*\*\*\*

**Long-Range Goals Adopted by the Board:**

**HIGH ACHIEVEMENT**

**Learners will meet the highest district and state standards through a learning journey that is academically rich and rigorous.**

**MEANINGFUL CONNECTIONS**

**Learners will understand the relationship between their lives and the lives of others, and the relevance of their educational experiences to their roles in society.**

**RESPECTFUL ENVIRONMENT**

**The learning environment will be safe, nurturing and equitable for our diverse learners.**

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

**December 5, 2017**  
**4:30 PM**

**A G E N D A**

**I. CALL TO ORDER**

A. Introductions

**II. AGENDA**

A. Superintendent's Update

B. SEAB Update

C. Report on Council of the Great City Schools Conference

1. Presentation

2. Discussion

D. Saint Paul Promise Neighborhood Presentation

1. Introduction

2. Presentation 5

3. Discussion

4. Action (Acceptance of Report)

E. HR Transactions

1. Introduction

2. Presentation 50

3. Discussion

4. Action (Acceptance of Report)

F. Literacy and FAST Assessment

1. Introduction

2. Presentation 56

3. Discussion

4. Action (Acceptance of Report)

G. PLTT Update

1. Introduction	
2. Presentation	69
3. Discussion	
4. Action (Acceptance of Report)	

#### H. MSBA Resolution Discussion

1. Introduction	
2. Presentation	97
3. Discussion	
4. Action (Acceptance of Report)	

### III. **ADJOURNMENT**



# **Saint Paul Promise Neighborhood**

**Presentation to Board of the Saint Paul Public Schools  
December 5, 2017**

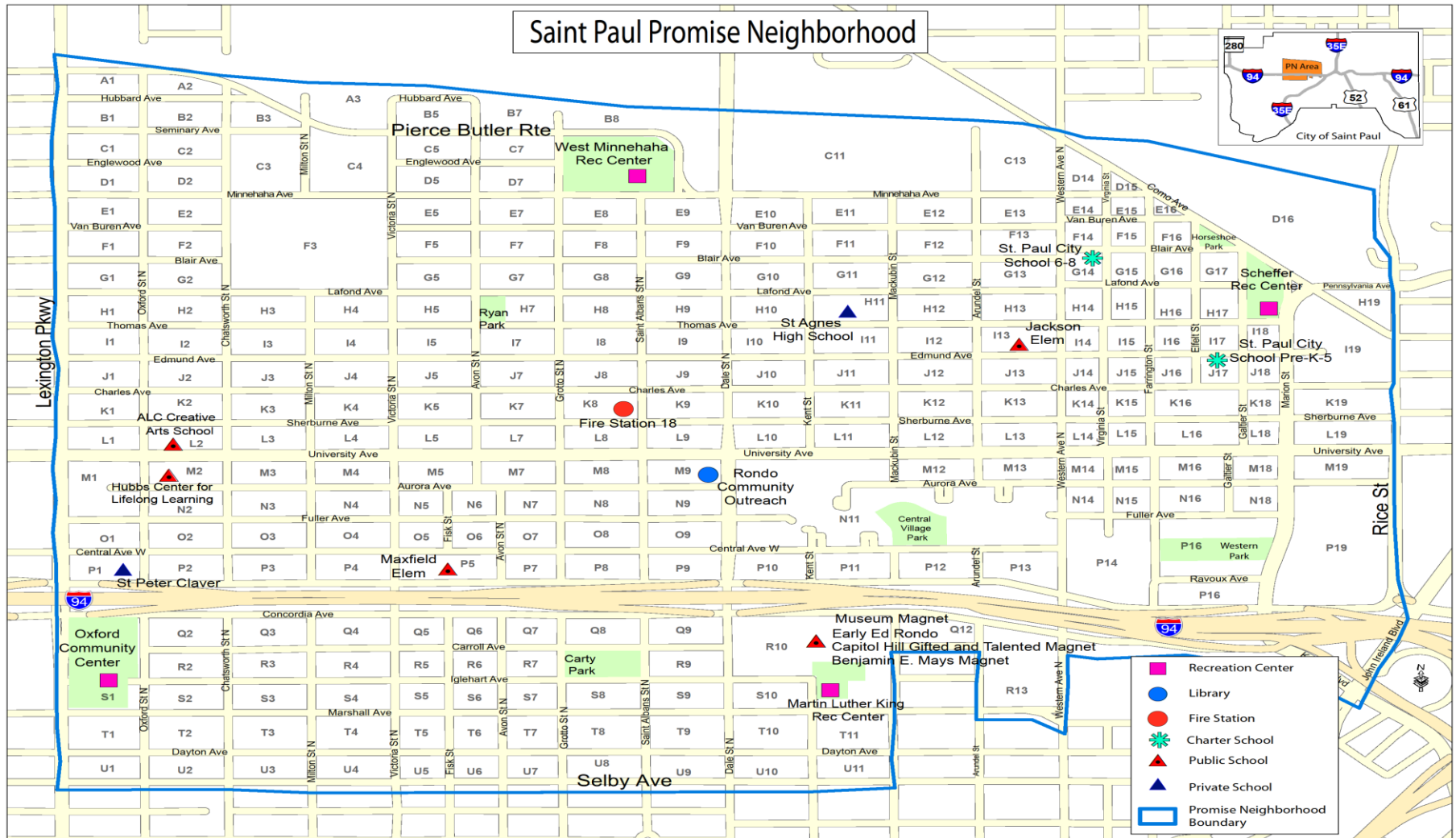




The **Saint Paul Promise Neighborhood** is a place-based initiative that uses education, family stability, and public policy as tools to **close the opportunity gap** and **end multigenerational poverty** in the Frogtown, Rondo, and Summit-University neighborhoods of Saint Paul.

We are paving **pathways of opportunity** leading to college and career success so children can **achieve economic mobility** in their lifetime.

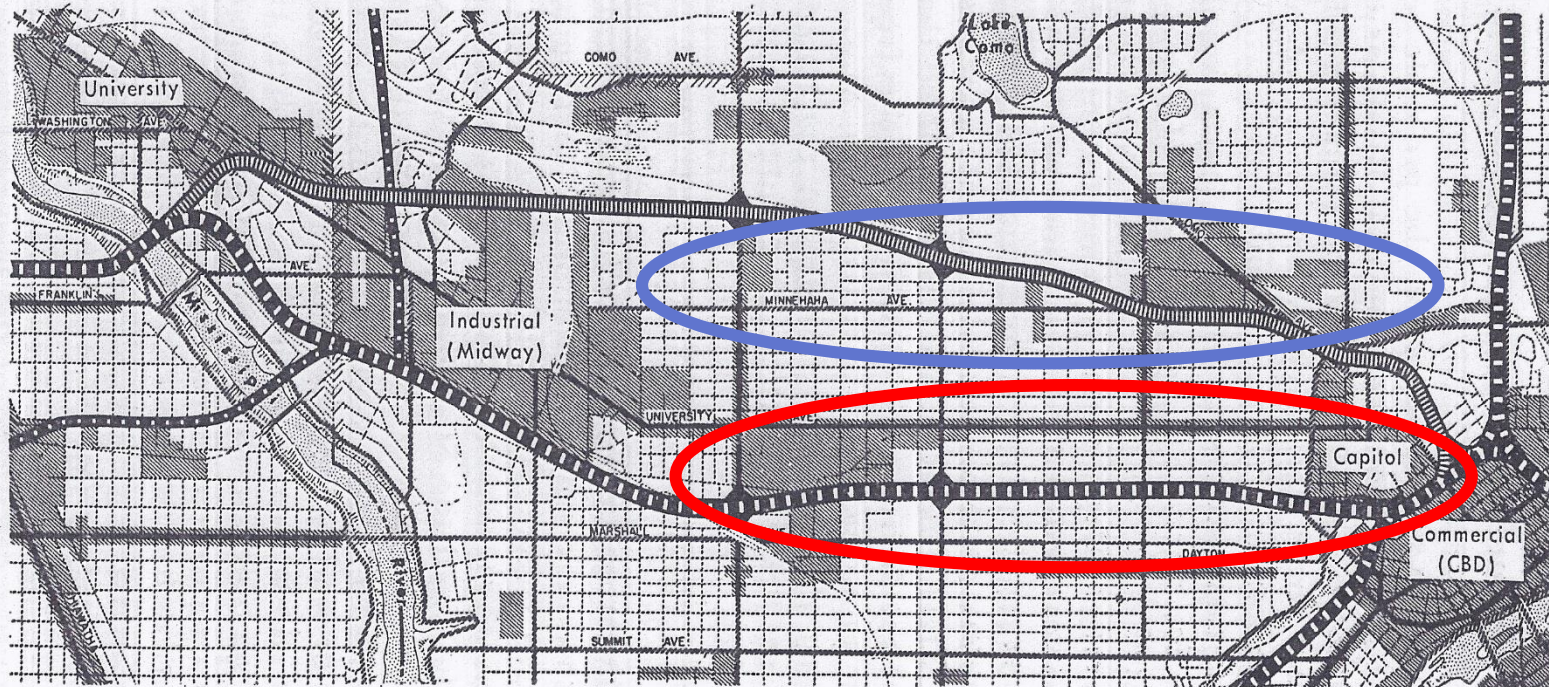
# Context of place and economic mobility





# Possible routes for Interstate 94

Map 1. Alternative proposals for the intercity route, St. Paul.



- Existing major traffic generating areas — including industrial, commercial, and major institutional
- The State Highway Department proposal for Interstate Highway route (St. Anthony Route)
- Herrold's alternate proposal for Intercity portion of Interstate Highway route (Northern Route)
- Connecting expressways





## Interstate 94 groundbreaking in the historic Rondo neighborhood



## Protests in the Rondo neighborhood



# I-94 Construction Splits Rondo



Credjafawn Co-op Store  
678 Rondo Ave.

In the 1960s, the construction of Interstate 94 destroyed Rondo Avenue and devastated the historic Rondo neighborhood. 70 businesses were lost and 400 families were displaced.



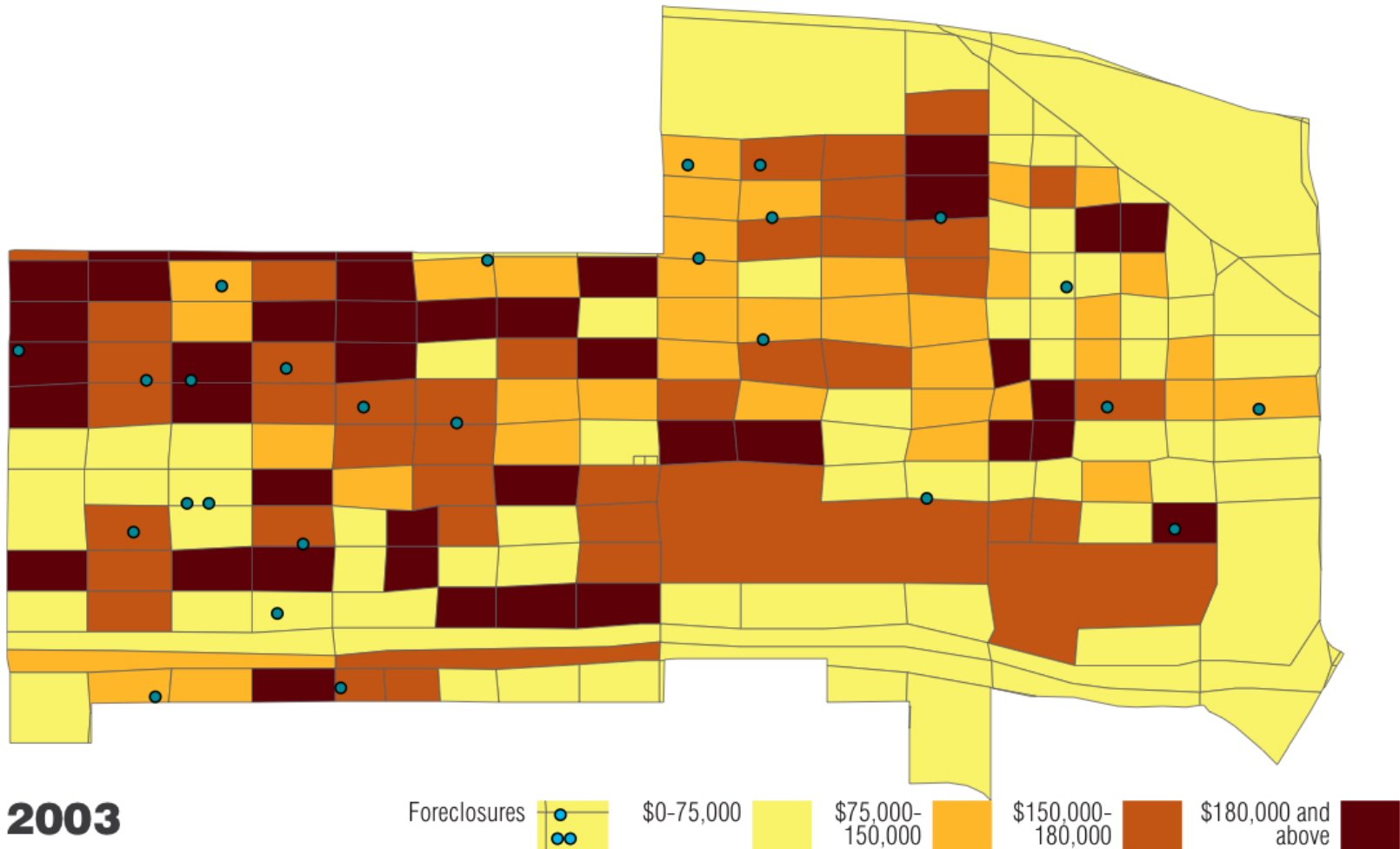
Over **850** homes  
demolished =  
~**\$127.5m** in black  
wealth evaporated

# Predatory lending of the late 2000s → foreclosure crisis

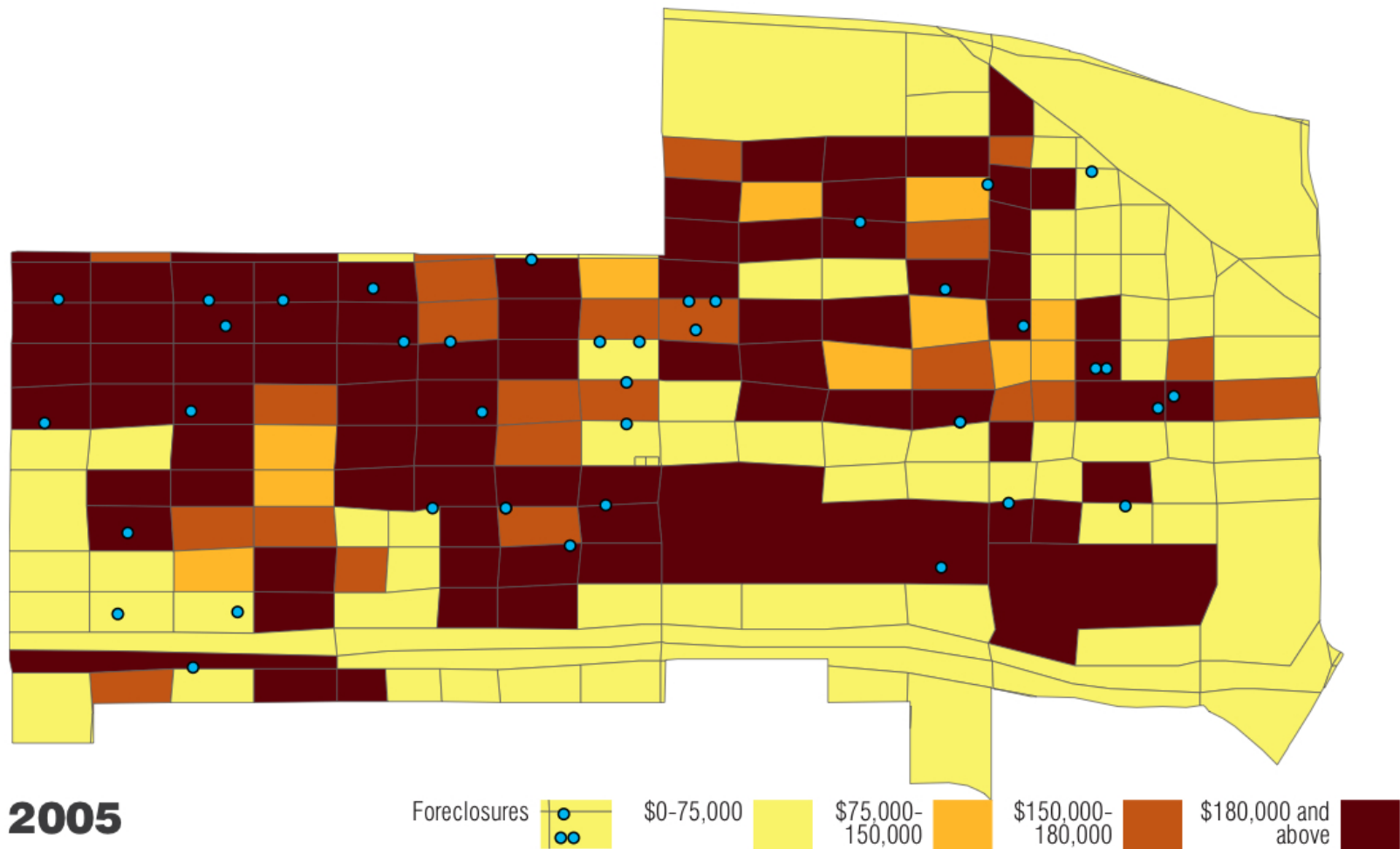




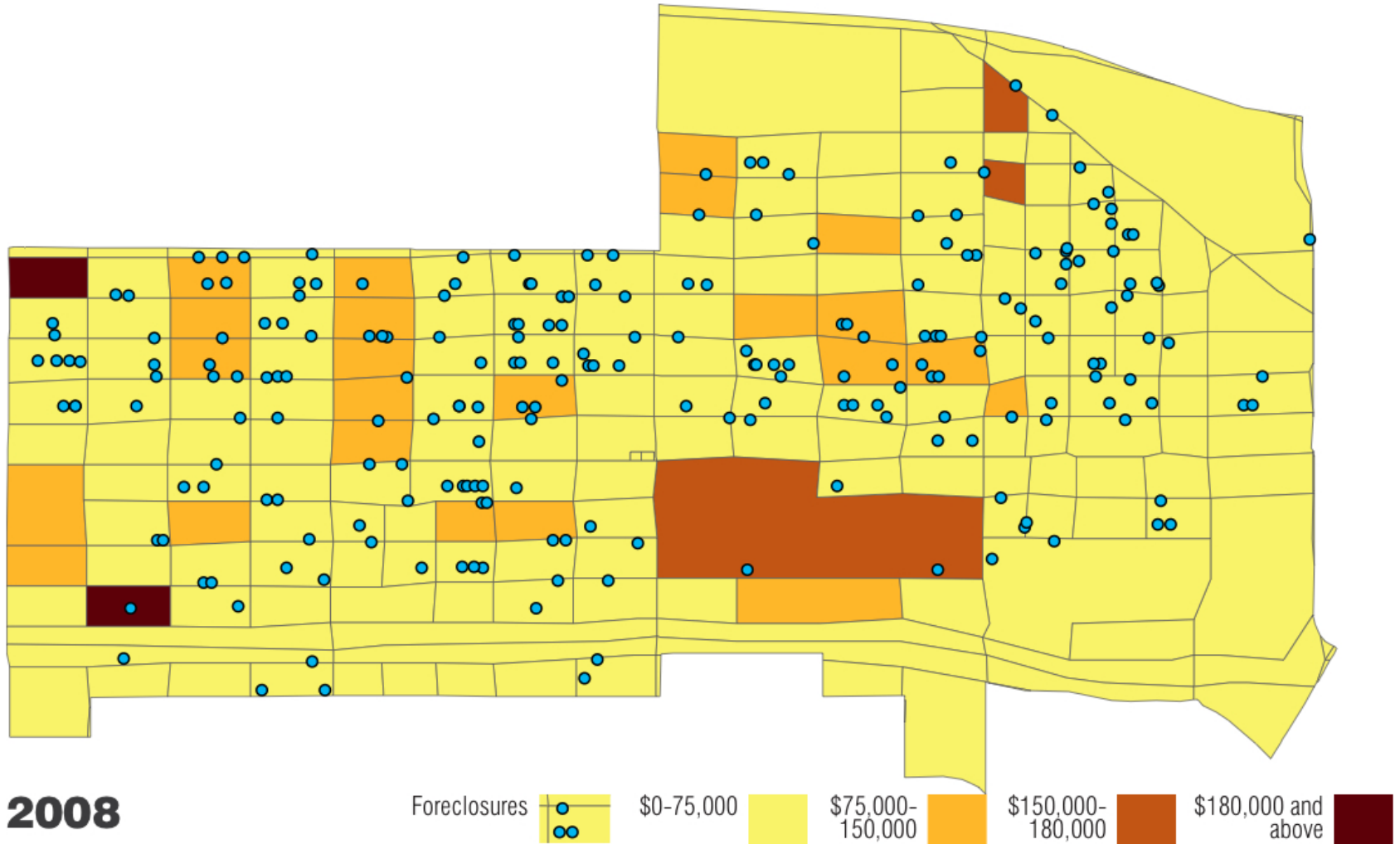
# Property Values/Foreclosures (2003)



# Property Values/Foreclosures (2005)



# Property Values/Foreclosures(2008)



# Vacant or boarded houses



700 houses foreclosed on between 2007-09 (1 in 6 houses)

\$175,000,000 in wealth dissipated for black, Asian, and Latino families

# The Color of Wealth & Economic Mobility



**\$350,000,000** in wealth dissipated for Black, Asian, and Latinx families over 50 years



# Harlem Children's Zone



**Geoffrey Canada**  
“Waiting for Superman” documentary

**Promise Neighborhoods create a pipeline of comprehensive educational and family supports across the life span for all children living in a geographic footprint**

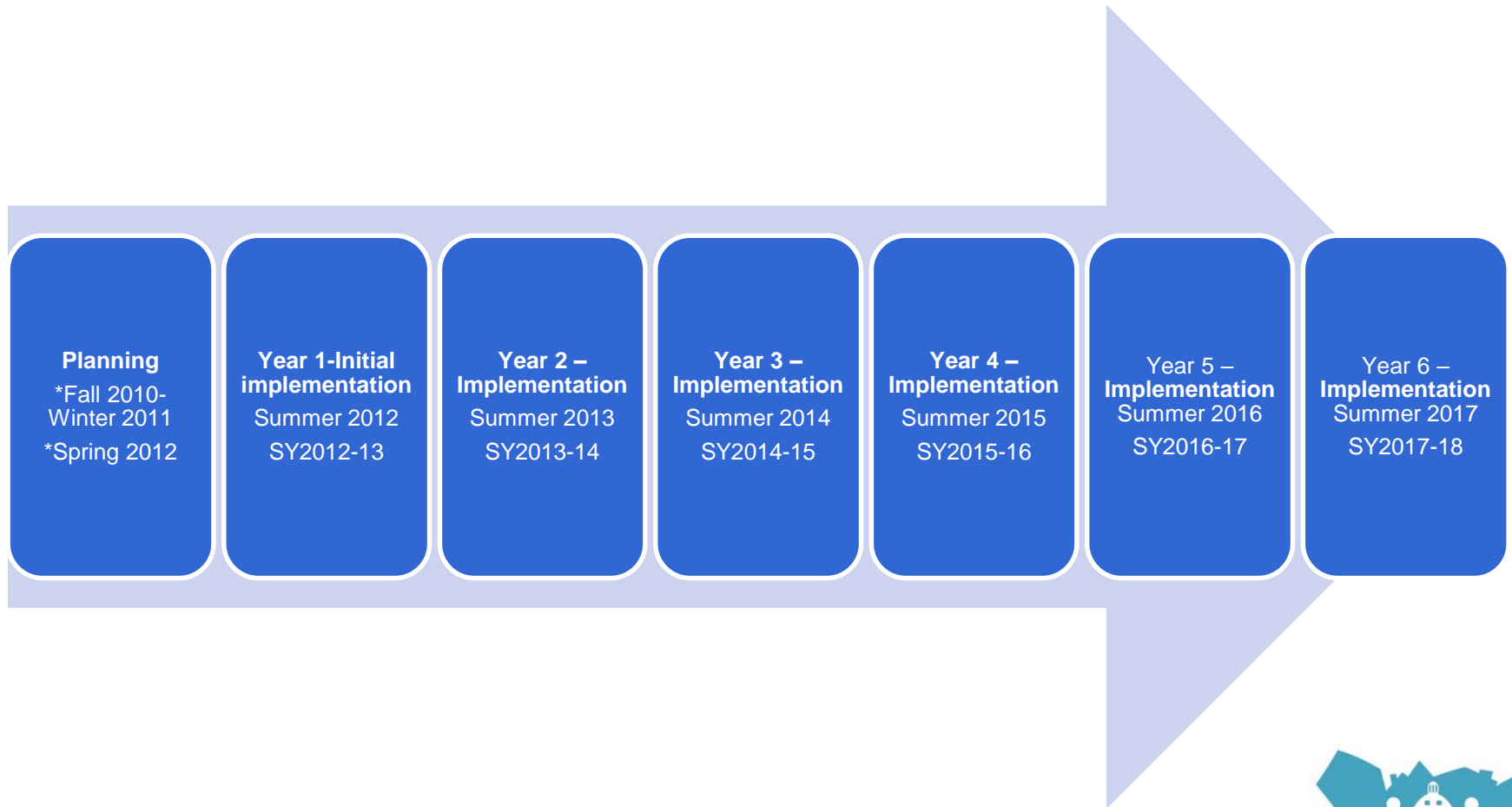


# Promise Nation – Communities of Opportunity





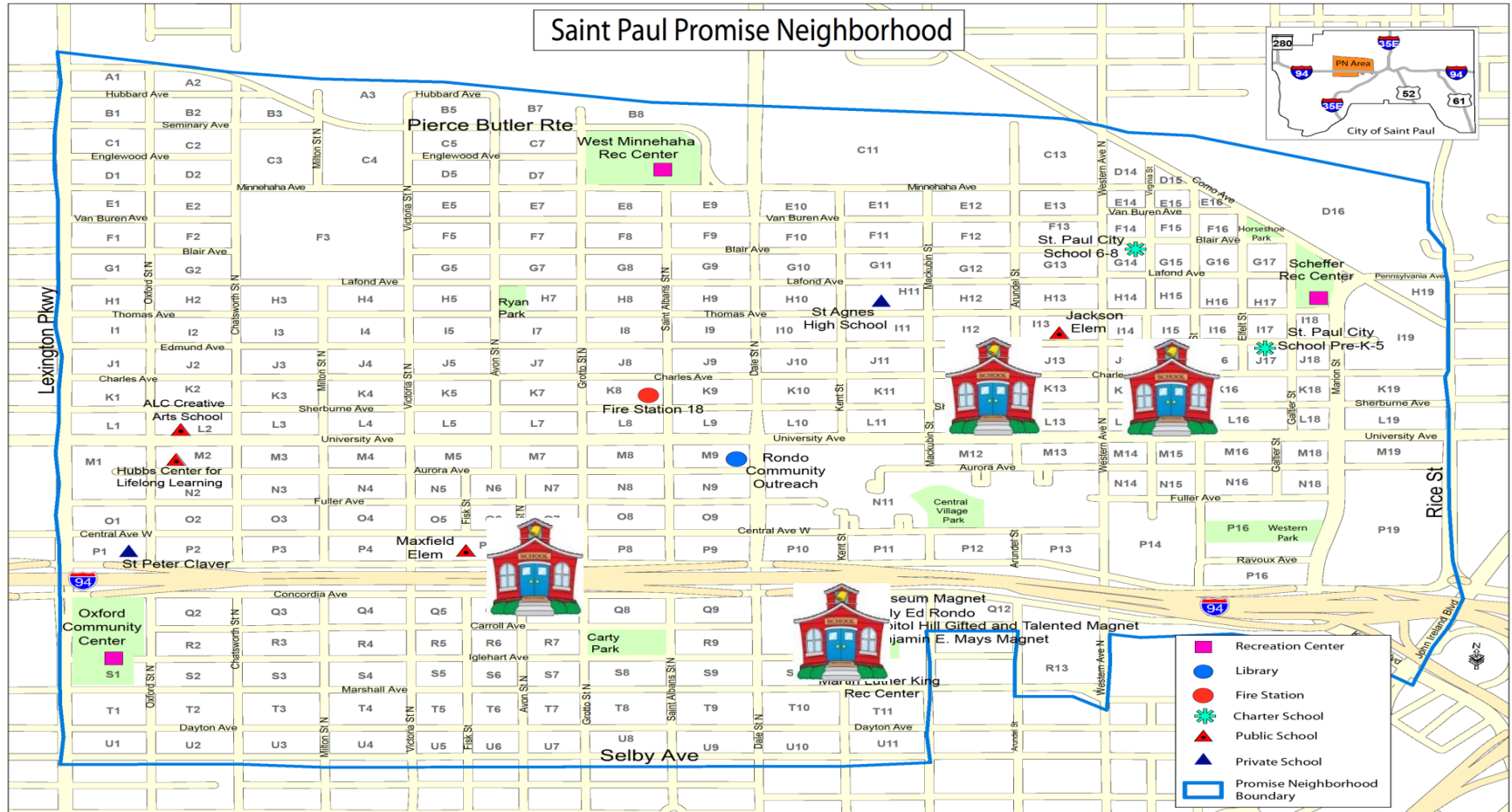
# Where we've come from



# 250 Blocks

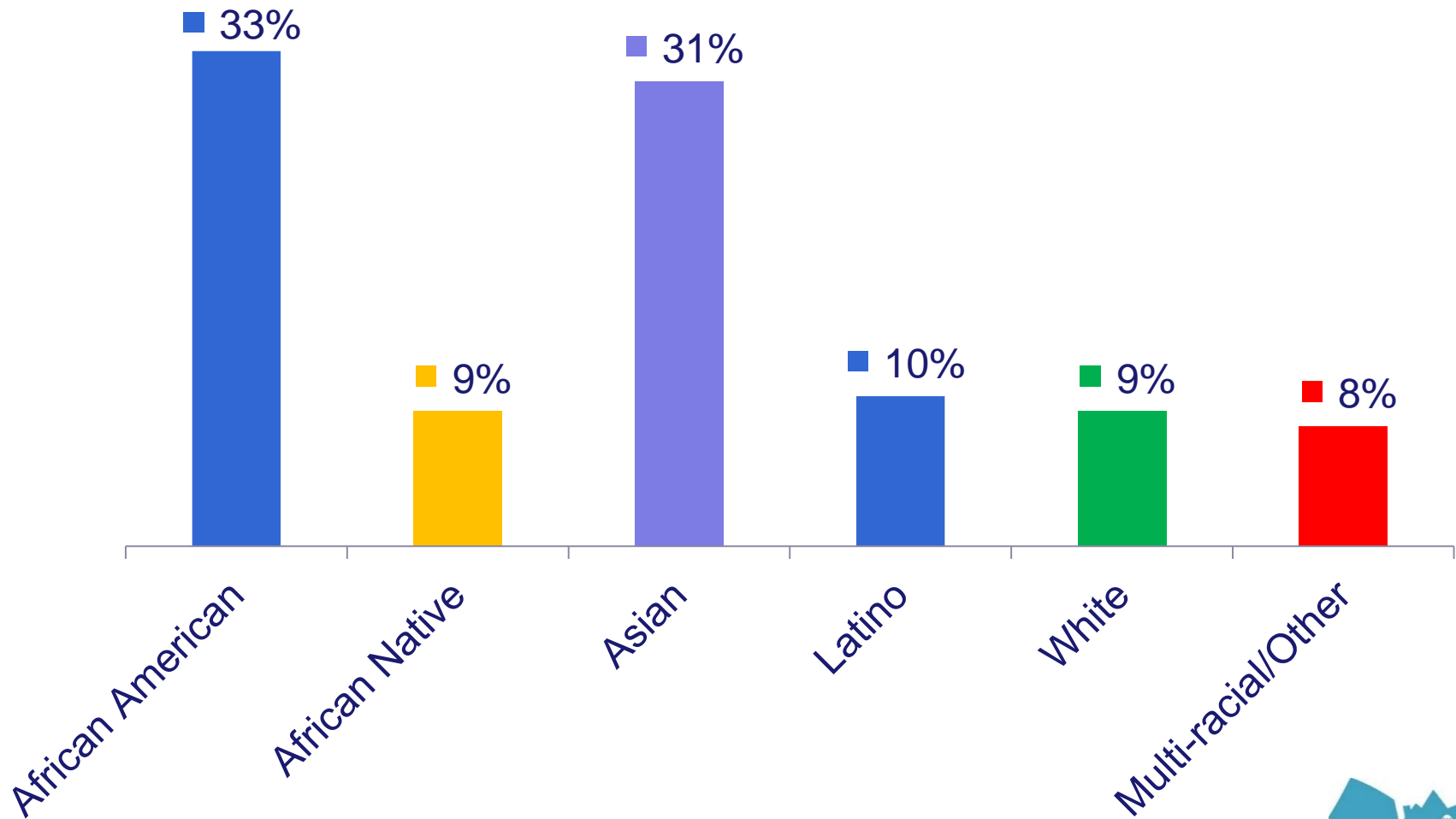
## Frogtown/Rondo/Summit-U

22

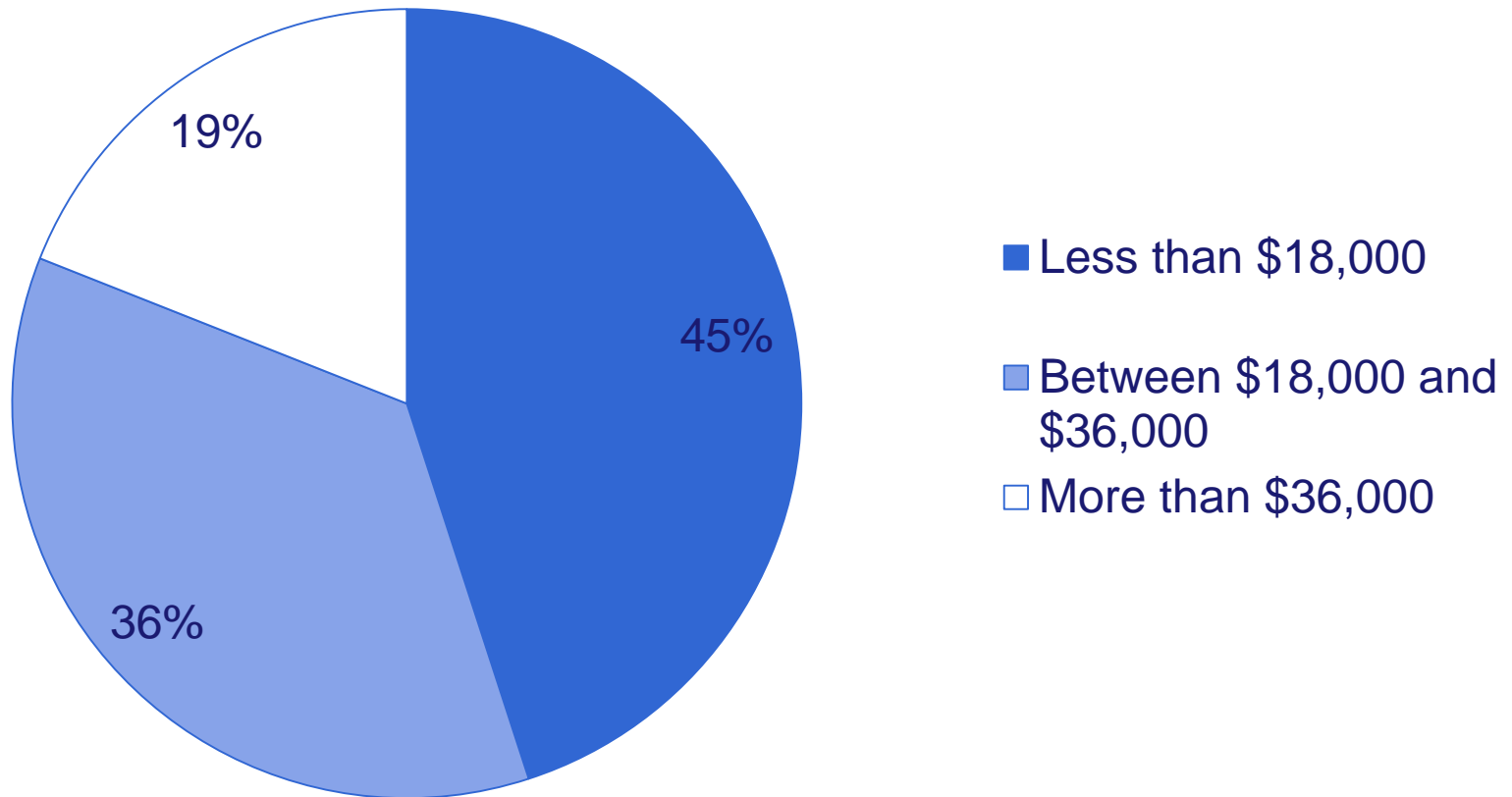


# Cultural communities in the SPPN

23



# Annual household income for families with children



# SPPN Ecosystem





# Results and Goals

Together with families, SPPN and its partners are focused on achieving seven population-level results:

## Education Results

RESULT

1

Children enter kindergarten ready to succeed in school

**Goal:** *Improve readiness for kindergarten*

RESULT

2

Students are proficient in core academic subjects

**Goal:** *Improve grade 3 reading scores*

RESULT

3

Students attend stable schools

**Goal:** *Improve school attendance and reducing mobility rates*

**Goal:** *Improve school attendance for highly mobile families*

RESULT

4

Families and community members support learning in SPPN Partner Schools

**Goal:** *Increase parent engagement in the educational process of child*

## Family & Community Results

RESULT

5

Families live in stable communities

**Goal:** *Increase housing stability*

RESULT

6

Children are healthy

**Goal:** *Increase healthy eating and access to healthy food*

RESULT

7

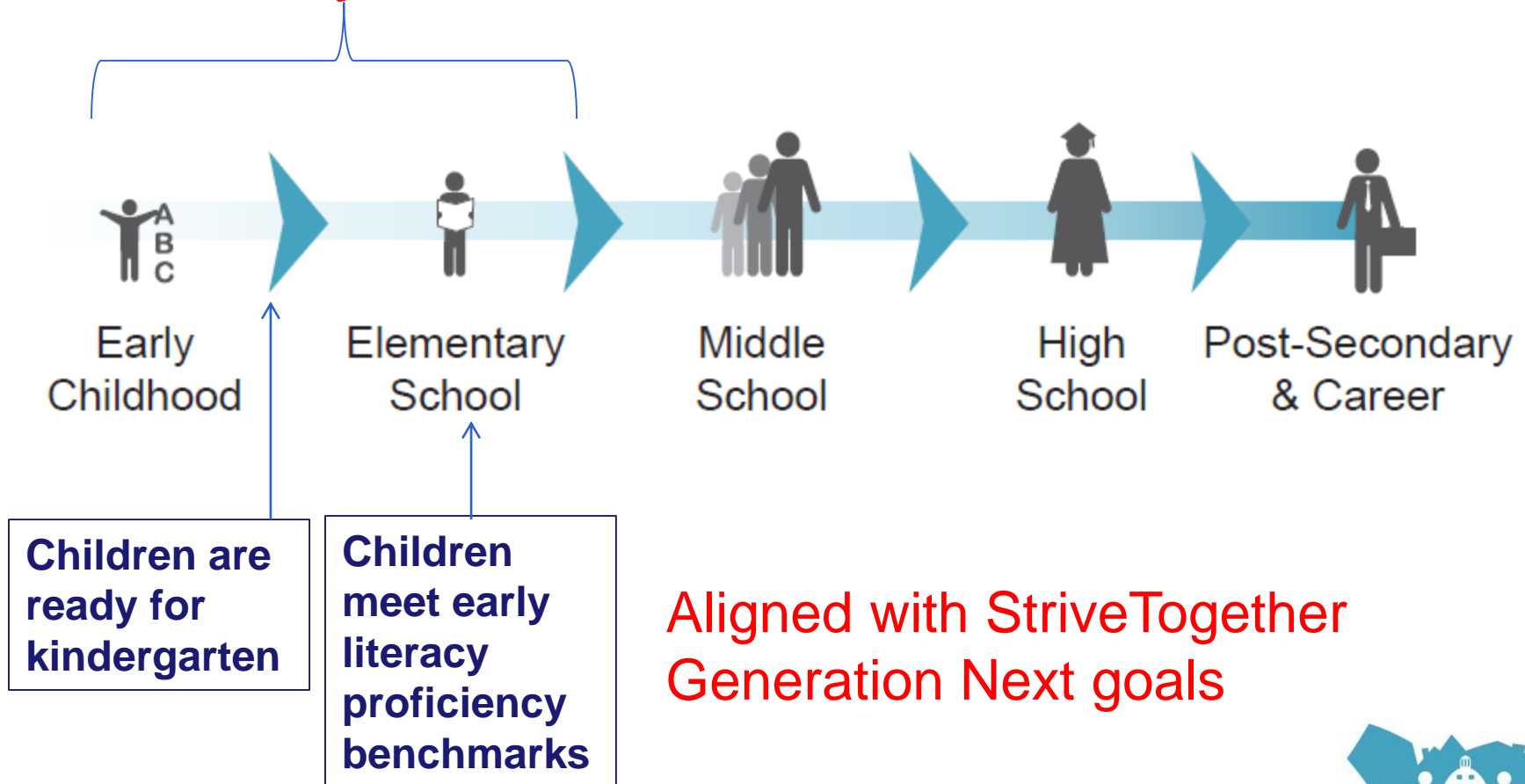
Parents and SPPN Partners have the power to influence public decisions that impact their lives

**Goal:** *Increase engagement of parents in public decision making processes*

**Goal:** *Increase engagement of SPPN Partners in public decision making processes*

# SPPN Pathway Focus

## Pathway focus

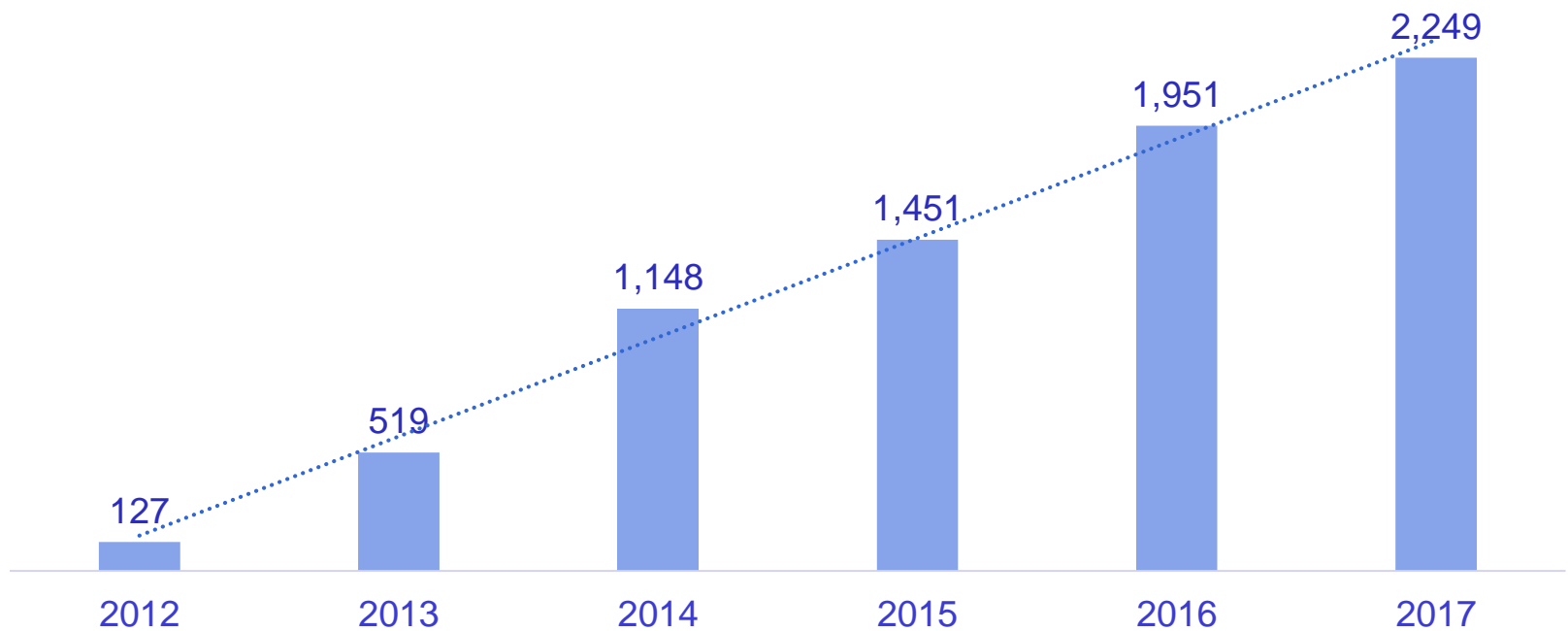


Aligned with StriveTogether  
Generation Next goals



# Growth Over Time

Number of children reached in early childhood & elementary





# SPPN Partner Sites

At  
beginning

Maxfield Elementary



Saint Paul City School



Added in  
2013/14

At  
beginning

Jackson Elementary

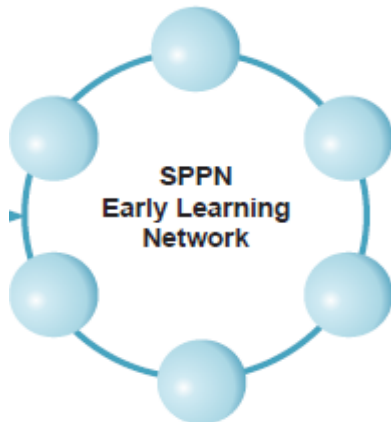


Benjamin E. Mays Elementary

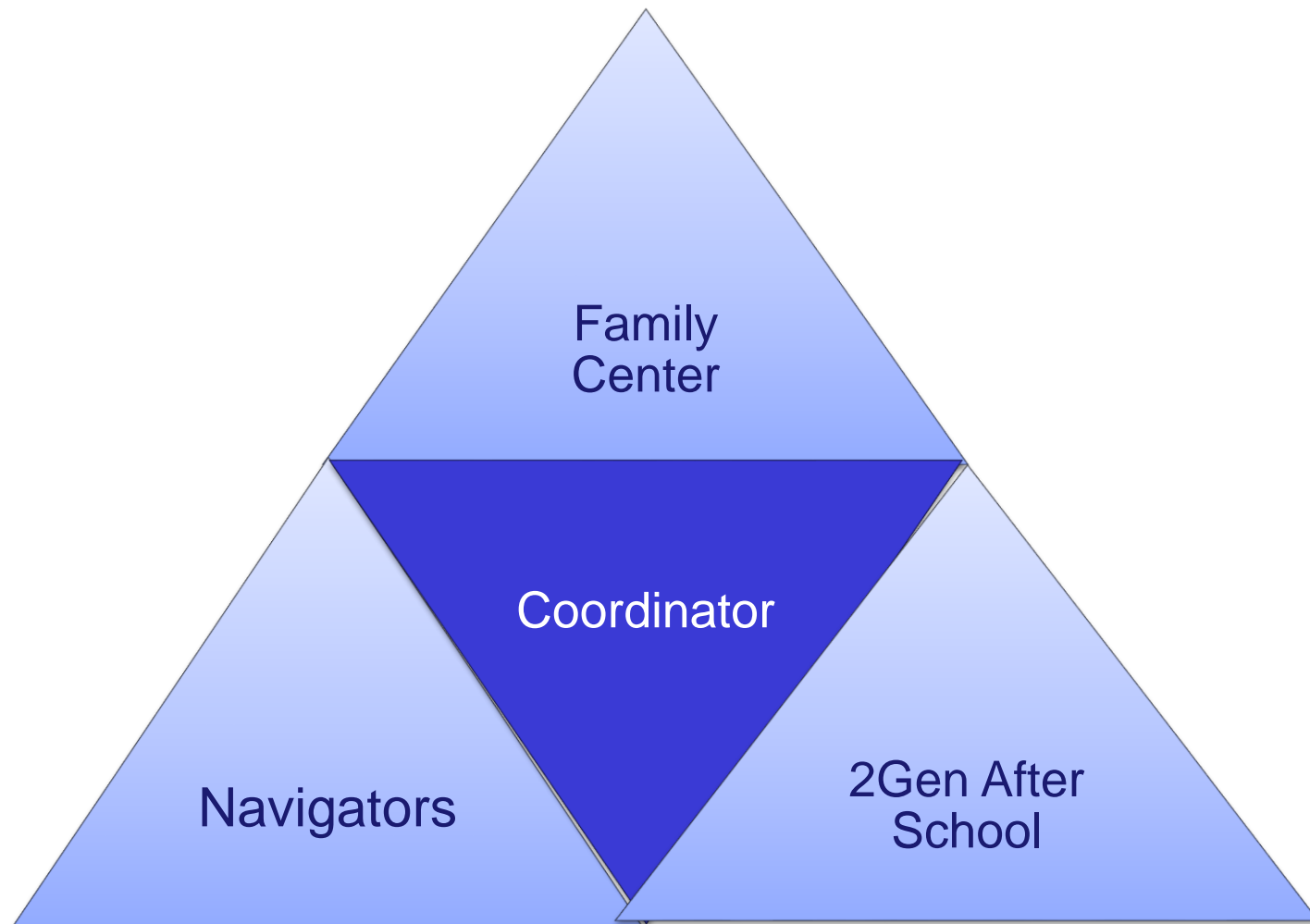


Added in  
2015/16

Added in  
2013



# SPPN approach to neighborhood-level change –



# Family Centers: Community Partnership in the Schools

## Center for Culture, Families & Learning



### Lead partners



Cultural Wellness Center



Hmong  
American  
Partnership





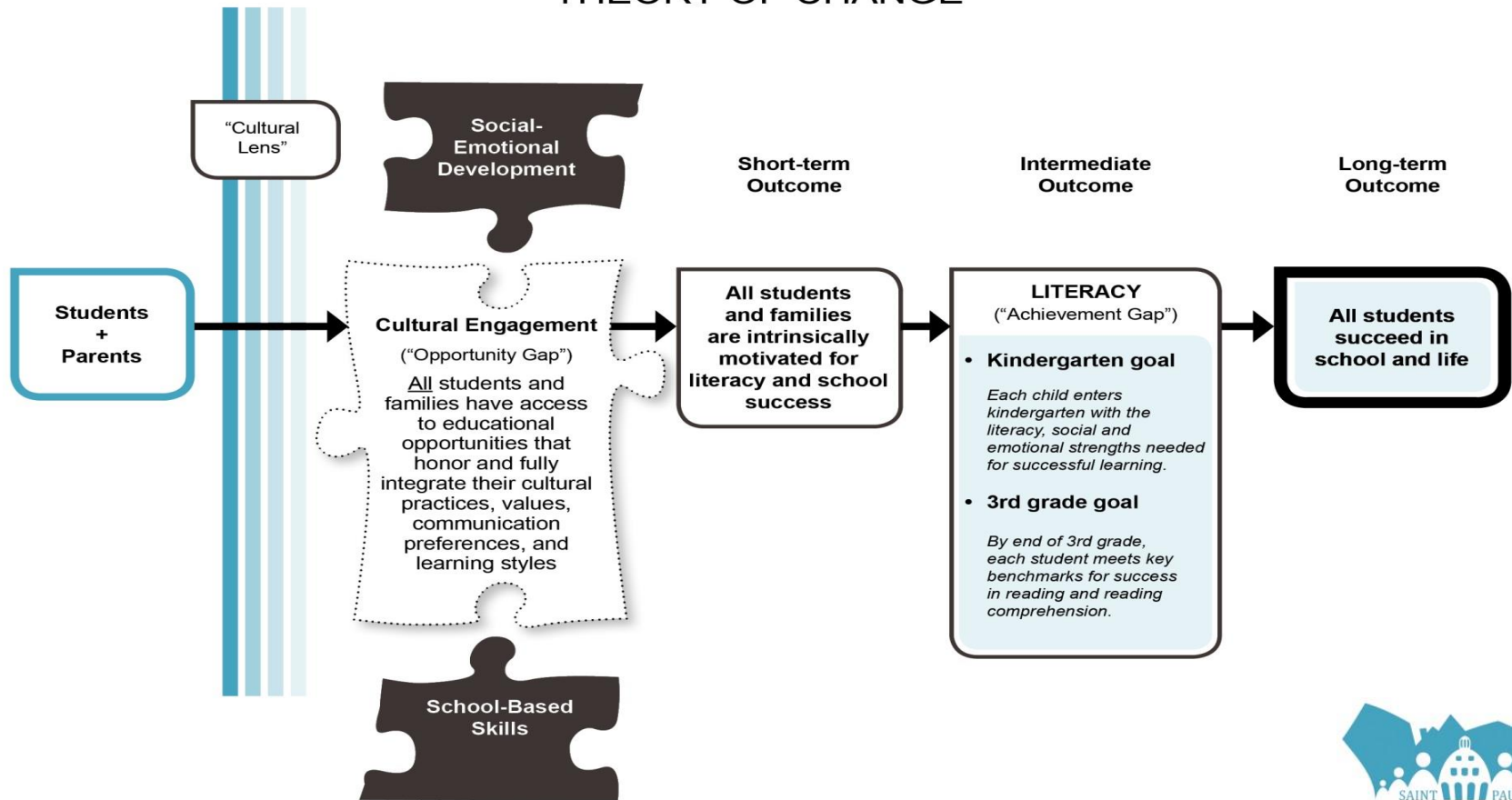
# SPPN Navigation System



# Culture matters

## Saint Paul Promise Neighborhood's Generation Next Social Innovation Fund Project

### THEORY OF CHANGE



# Four Critical Cultural Connections

Identity

Family

Community

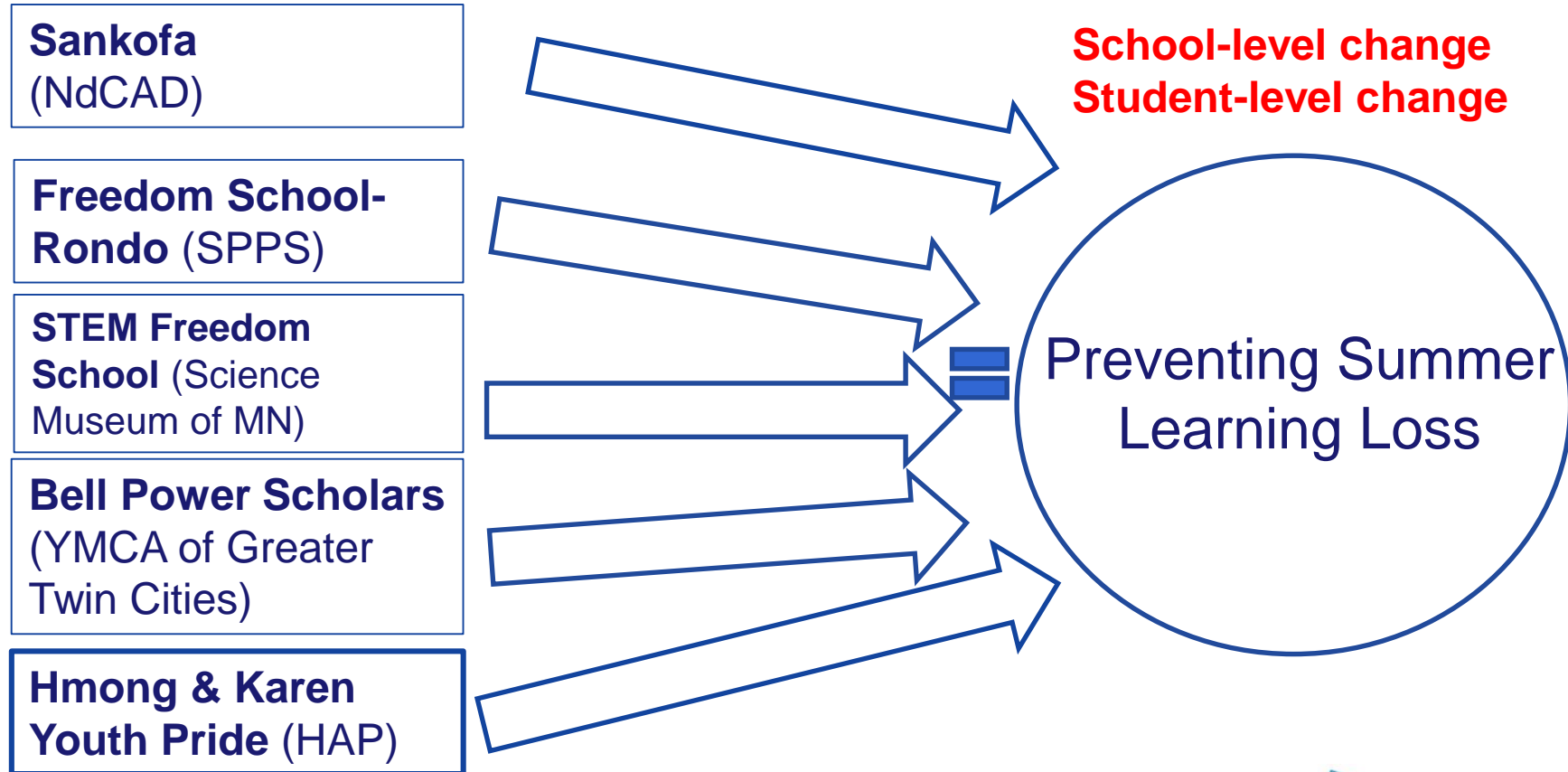
Systems/Schools





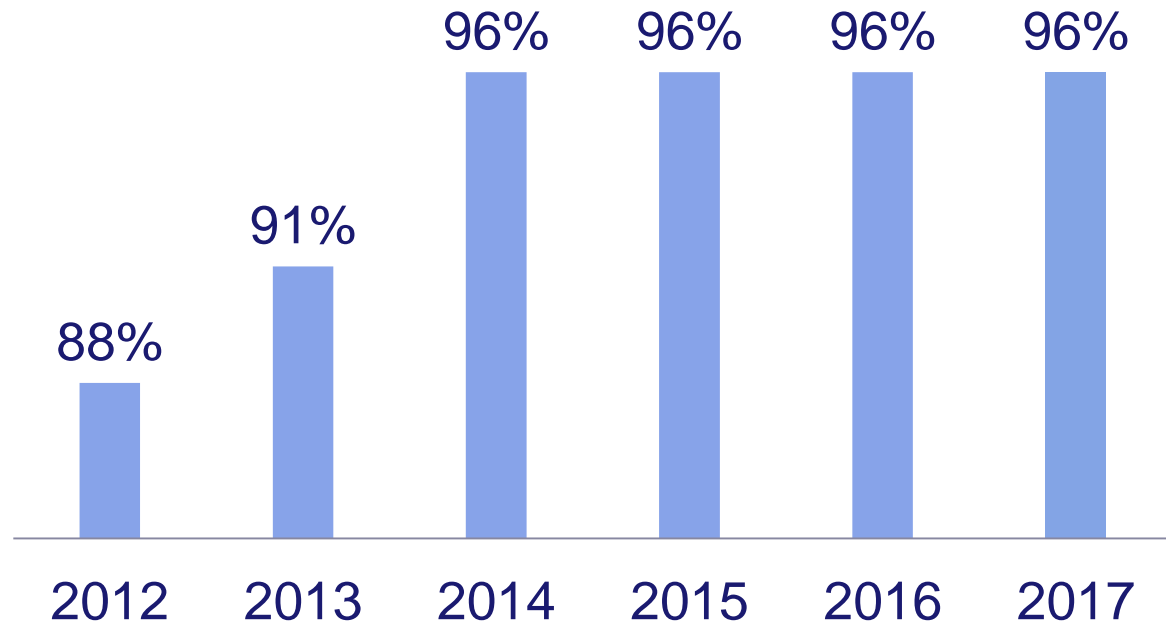
# Aligning for Collective impact: Preventing Summer Learning Loss

## Program-level results



# % Prevented Summer Learning Loss

Culturally-based summer programs work; Need to scale what works



*Note: Increased number of students each year, from 127 students served in summer 2012 to 757 students served in summer 2017.*

*Source: Data from multiple reports.*





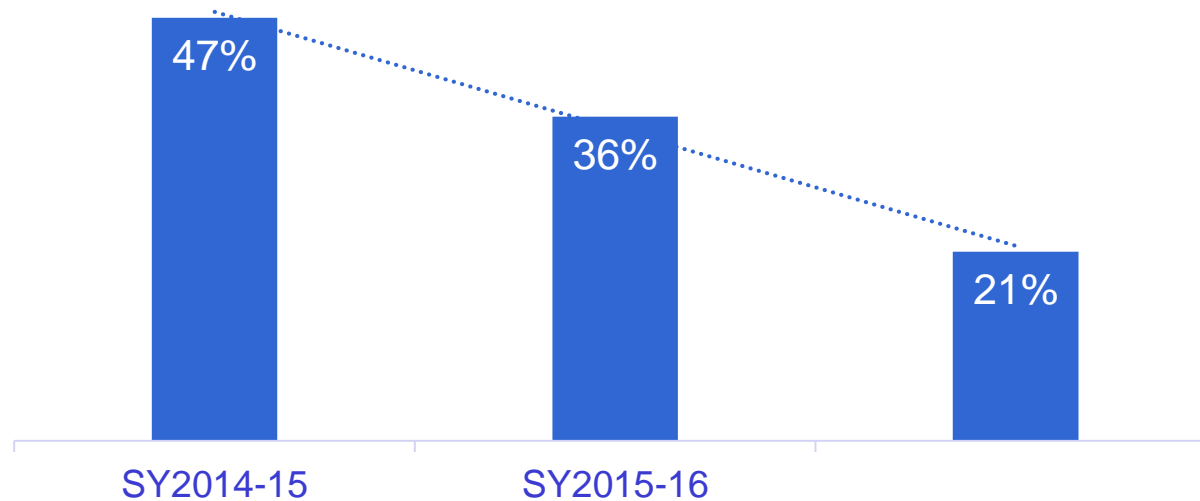
# Intersection of housing stability & school attendance: SPPN Families Motivated to Succeed Housing Program

**95 highly mobile & homeless families** (over 300 children and 150 adults) at Jackson, Maxfield, Saint Paul City School, and Mays secured housing



# Impact of Family Wraparounds

**SPPN-Enrolled at Maxfield Elementary  
Homeless/Highly Mobile Students Chronically Absent  
3 Years: 2014-15 to 2016-17 school year**



*Source: Wilder Research, 2017*



# 2018 Promise Agenda

## Education policy priority

- 1) **Education Partnerships Coalition:** Establish cradle-to-career initiatives statewide and secure state appropriation

## Family/Community Wraparound policy priority

- 2) **Homes for All:** Secure and increase funding for continuation of pilot rental assistance program for highly mobile and homeless students statewide

# Educational Partnerships

Targeted Investments. Aligning Efforts. Multiplying Impact.

Establishing a statewide network of comprehensive educational partnerships that emphasizes local solutions and results-based accountability to close the opportunity gap.

**A smart state investment, supporting local communities.**



## Local partnerships

Support local partnerships and infrastructure needed to sustain and scale up proven and effective solutions.



## Holistic approach

Integrate programming and remove barriers across sectors and agencies to maximize efficiency.



## Continuous support

Build a continuum of effective educational, family and community supports for all youth, with great schools at the center.



## Results-driven

Track key indicators, based on community needs, measure and monitor and evaluate outcomes.

This funding recognizes the efficacy of nationally-proven approaches, as adopted and modified by Minnesota communities to fit their specific needs, including approaches targeted at eliminating poverty, and educational and economic opportunity gaps.

## Collective Goals:

Develop Human Capital and Workforce Talent



All children are ready for school.



All third-graders can read at grade level.



All racial & economic achievement gaps between students are closed.



All students are ready for career and college.



All students graduate from high school.

# Homework Starts with Home

Our goal is to prevent and end homelessness for highly-mobile and homeless students and their families by 2020.



In 2017 legislative session, our coalition moved the program from being a pilot to a **permanent state program**

**Currently \$2m appropriated** to the Minnesota Housing Finance Agency to address student homelessness statewide; need over \$20m to eliminate student homelessness statewide



# Parent Leadership & Power



# MINNESOTA LEGISLATURE



## A House resolution

honoring the parents of the Saint Paul Promise  
Neighborhood

WHEREAS, during the 2015 legislative session, parents representing the Saint Paul Promise Neighborhood came into the Capitol for the first time, venturing into the unknown with curiosity and possibility; and

WHEREAS, they met with Representative Rena Moran, talked with her, and said yes to learning the political process at the Capitol; and

WHEREAS, they attended committee hearings, followed bills, testified in committee, and shadowed their representative for a day; and

WHEREAS, they came together as a group to report back and discuss what they learned, and they took time to reflect on how the Capitol intersects with their lives in the community; and

WHEREAS, they worked on several Promise Neighborhood bills, becoming the voice that is so needed by communities of color in order to make government work; and

WHEREAS, they took steps necessary to learn and navigate the state system at the Capitol; and

WHEREAS, they used the 2015 legislative session to reclaim parent power in public decision making and to advance the belief that parents are the first teachers and greatest assets in their children's lives; NOW, THEREFORE,

BE IT RESOLVED by the Committee on Rules and Legislative Administration of the House of Representatives of the State of Minnesota that it congratulates the parents of the Saint Paul Promise Neighborhood for beginning their journey in understanding their power as parents and constituents in state-level decision-making, developing legislative advocacy



# Long-Term Planning with Ramsey County

## Memorandum of Understanding between Ramsey County and Amherst H. Wilder Foundation as an Anchor Partner of the Saint Paul Promise Neighborhood

Ramsey County supports the work of Saint Paul Promise Neighborhood ("SPPN"), a community initiative housed at the Amherst H. Wilder Foundation, and commits to continue participating as an Anchor Partner. Ramsey County's Mission, Vision and Goals reflects its organization-wide commitment to transforming distressed communities and supporting strong systems of family and community support to prepare students to attain an excellent education and successfully transition to college and a career. The SPPN is a place-based initiative that therefore strongly aligns with the County's current and future work.

***This memorandum of understanding commits Ramsey County and SPPN to a process that will provide a stronger alignment of financial and program resources toward services and activities that support SPPN's vision:*** A group of County, SPPN and foundation leaders will collaboratively evaluate Ramsey County programs, SPPN initiatives and the opportunities to align programs and funding. The evaluation process will incorporate three specific areas of work.

The County will assist the working group in preparing a report in early 2017 to align with the timeline of the County's 2018-2019 biennial budgeting process that will begin in February 2017.

# Total investment last school year in SPPS children, families, and schools

\$1,673,500

# Contact

Muneer Karcher-Ramos  
Senior Director  
muneer.karcher-ramos@wilder.org  
651-280-2733

www.saintpaulpromiseneighborhood.org  
@sppn\_news  
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# Saint Paul Promise Neighborhood Overview

August 2017

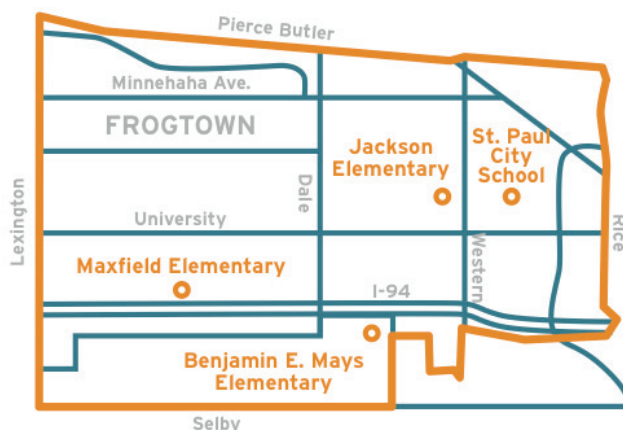
## About the Saint Paul Promise Neighborhood

The Saint Paul Promise Neighborhood (SPPN) is an education partnership that brings together families, schools, and the community to change the odds for children in the Frogtown, Rondo, and Summit-University neighborhoods of Saint Paul.

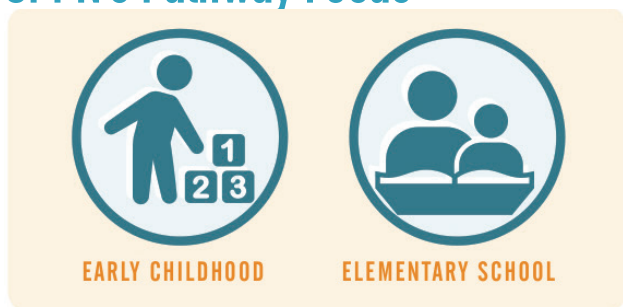
Launched in 2010 and housed at the Amherst H. Wilder Foundation, SPPN takes a proactive approach to the education opportunity gap by focusing early in a child's life – throughout early childhood and elementary school.

Our end game is to pave pathways of opportunities leading to college and career success for children in the Promise Neighborhood.

Using a school-based approach, we partner with four Pathway Schools in the Promise Neighborhood.



## SPPN's Pathway Focus



MIDDLE SCHOOL



HIGH SCHOOL



POST-SECONDARY  
& CAREER

## Collective Ownership

Parents are the first teachers and greatest assets in our children's lives. But we know it will take the whole community to raise our future scientists and policymakers. We bring together 80+ community partners to provide academic and family supports that places children and families at the center.



## Results and Goals

Together with families, SPPN and its partners are focused on achieving seven population-level results:

### Education Results

- RESULT 1** Children enter kindergarten ready to succeed in school  
**Goal:** Improve readiness for kindergarten
- RESULT 2** Students are proficient in core academic subjects  
**Goal:** Improve grade 3 reading scores
- RESULT 3** Students attend stable schools  
**Goal:** Improve school attendance and reducing mobility rates  
**Goal:** Improve school attendance for highly mobile families
- RESULT 4** Families and community members support learning in SPPN Partner Schools  
**Goal:** Increase parent engagement in the educational process of child

### Family & Community Results

- RESULT 5** Families live in stable communities  
**Goal:** Increase housing stability
- RESULT 6** Children are healthy  
**Goal:** Increase healthy eating and access to healthy food
- RESULT 7** Parents and SPPN Partners have the power to influence public decisions that impact their lives  
**Goal:** Increase engagement of parents in public decision making processes  
**Goal:** Increase engagement of SPPN Partners in public decision making processes

## Snapshot: By the Numbers

### Kindergarten readiness

**353** children received SPPN Early Learning Scholarships

### Parent education

**128** parents completed SPPN's early childhood parent education program, impacting **192** children (*U of MN, 2016*)

### Summer learning loss prevention

**94%+** of children prevented summer learning loss over the past 5 summers (*Multiple reports*)

### Children served

**2,249** children served in the 2016-17 school year

### School-wide reading proficiency

**16%** increase on the MCA reading assessment over 3 years at Saint Paul City School (an SPPN Pathway School) compared to a 3 percentage point increase statewide over the same time period. That is more than five times greater growth in reading than the state (MDE, 2016)

### 3rd grade reading

**96%** of children who completed the Sankofa reading program run by SPPN Partner, NdCAD, improved 1-7 reading levels in 9 weeks (*U of MN, 2016*)

### Housing stability

**94** households (impacting **480+** individuals) have been served in the Rental Assistance Program since its inception, including families previously homeless or highly mobile (*WR, 2016*)

### Parent engagement

**12,000+** engagement efforts were made by SPPN navigators to engage parents in the educational process of their children last school year.





## **Saint Paul Promise Neighborhood Parent Council Hopes & Dreams Visioning**

### **What are our hopes and dreams for our children?**

We hope our children have meaningful opportunities to be involved with their community  
We hope our children realize that they have the right to define success in and for themselves  
We hope our children graduate, find living wage jobs, own a home, and live safe and healthy lives  
We hope our children grow up knowing that their lives are valuable  
We hope our children can draw lessons from us  
We hope our children grow up with all possible opportunities to reach their full potential  
We hope our children know the community they live in and know the history they come from  
We hope our children grow up with teachers who have their best interest at heart  
We hope our children grow up in safety and that they are always in hands of caring adults  
We hope our children feel safe enough to be truthful and say anything to us  
We hope our children continue the legacy of keeping it real and refuse to sit and do nothing  
We hope our grown-ups know how to listen, ask questions, & help our kids know how to find their way  
We hope our grown-ups get out of the way of our own children's ability to dream for themselves

### **What is our role as parents in supporting our babies?**

Be open and patient even if it is stuff you do not want to hear  
Hold them accountable-keep tabs on them  
Honor the wisdom our young can offer about in this world

### **What do we need from our community?**

We need our community to organize more workshops that will help us grow in our love for self and for each other  
We need our community to provide more opportunities for families to come together and bond  
We need our community to be our extended family  
We need our community to be kind to each other, ask questions, not wear our butt cheeks on our faces  
We need our community to strive to get on the same page, be open, and listen to each other  
We need our community to care for each other's children as though they are our own  
We need to stop lettin adult-people's problems get in the way of our children's future  
We need our community members to stop being messy in front of kids  
We need our community to be positive in front of kids  
We need our community to stop stereotyping our young  
We need our community to acknowledge that oppression is real  
We need our community to acknowledge that anti-blackness is real  
We need our community to come together, unite, and fight for the forever-values  
We need our community to keep our minds open and our eyes fixed on unity  
We need our community to support us spiritually, socially, and emotionally  
We need our community to show compassion and sympathy  
We need our community to be willing to stir and question those who inflict discomfort on us  
We need each community member to find their core purpose and share it with the rest of community  
We need our community to teach ourselves and the young people about our history  
We need our community to love and serve the people  
We need our community to demand that our schools teach our children about our history  
We need our community to demand public restoration of our rec centers  
We need our community to take inventory of current community resources



# HR Transactions Overview

12.5.17



# HR Transactions - Definitions

Title	Definition
New Appointment	Includes new hires and temps to regulars
Promotion	Includes career progression promotions and JAQ upgrades
Temporary Appointment	Includes acting Incumbents and Community Expert Licenses
Leave of Absence	Leaves included in this category are: Parental, Medical, Family Medical, Maternity, General Non-Comp, and Child Care
Reinstatement After Layoff	Includes employees that are on layoff (from staff reduction, seasonal work, and position claimed/bumping) and are returned to a position
Administrative Leave	This category is for administrative action that temporarily removes an employee from work duty with pay. It is usually for investigative purposes.
Rehire After Resignation	This category covers the rehire of former employees.
Reinstatement from Leave of Absence	Return from Leave includes: Parental, Medical, Family Medical, General Non-Comp, Child Care, and Workers Comp
Recision of Resignation or Change in Resignation	Change category would include a new resignation date; recision would nullify the prior resignation action. To process either action requires request by the employee to HR and approval of their Principal/Supervisor.





# HR Transactions - Definitions

Title	Definition
Voluntary Reduction in Title	Category title is used if reduction is voluntary.
Reduction in Title	Category title is used if reduction is involuntary.
Suspension without Pay	Suspensions are listed with initials only and no location. These are the result of a discipline action.
Retirement and Resignation	Retirement and Resignation is voluntary. Included in this category are: Career Change, Child/Family Responsibility, Employment Other District, Employment Out of State, Employment Private School, Resign in Lieu of Termination, Retirement, and Resigned.
Discharge	Discharges are shown with the employee initials and no location. Discharges are usually terminations as the result of a discipline action.
Termination	Termination is involuntary. Included in this category are: Contract Non-Renewed, Deemed to Have Resigned, Eliminate Staff with No Recall Rights, Failed Probationary Period, License Expired, Not Highly Qualified, Refused Assignment, Reinstatement Time Expired, and Work Permit Expired.
Termination of Temporary Employment	End date for temporary appointments. This transaction is often send to BOE at the same time as the temporary appointment.
Layoff	Layoffs can be either seasonal or due to budget reductions.

25



# Job Evaluation

- SPPS uses the **Quantitative Evaluation System**
  - 12 Factors (10 common to all jobs/2 managerial)
  - Point Total Comparison
- Job Profile Questionnaire
- Incumbent, Direct Supervisor discussions
- Focuses on substantial responsibilities

53

Knowledge      Effect of Actions  
Mental Effort  
Amount of Discretion      Impact on  
Policy      Consequence of Error  
Hazards and Stress  
Contacts      Physical Effort  
Surroundings

Personnel Authority      Units Supervised

Ex.

	Point Total	Know	Eff Actions	Mental Effort	Amount of Disc	Impact	Cons of Errors	Haz/Stress	Contacts	Physical Effort	Surroundings	PE	US
Exec Dir, HR	4295	9	7	7	5	5	5	o3	4	o1	o1	4	3
AD, Labor Relations	3190	8	5	6	4	4	4	o3	3	o1	o1	3	2

Level and Point Table													
	Level	1	2	3	4	5	6	7	8	9	10		
Knowledge Required		165	215	280	365	470	615	795	1035	1345	1750		
Effect of Actions		145	190	245	320	415	540	700					
Mental Effort		130	170	220	285	370	485	630					
Amount of Discretion		120	155	205	265	345							
Impact on Policies		105	135	175	230	300							
Consequence of Errors		100	130	170	220	285							
Hazards and Stress	O	100	115	150	195								
	R		130	170	220								
Conta													
cts		60	80	100	130	170							
Physical Effort	O	45	50	65	85	115							
	R		60	75	100	130							
Surroundings	O	30	35	45	55								
	R		40	50	65								
Personnel Authority		60	110	170	270								
Units Supervised		10	25	45	75	105	155						

# Promotion

- Typically, filling an open (established) position in the organization with an existing employee currently in a different role.

54

- District has established practice for calculating promotional increase amounts.

## Promotional Calculation Worksheet

Employee Name: \_\_\_\_\_ Employee ID: \_\_\_\_\_  
 Current Title: \_\_\_\_\_ Bargaining Unit: \_\_\_\_\_  
 Lane/Grade: \_\_\_\_\_ Step: \_\_\_\_\_ Year of Schedule \_\_\_\_\_  
 Annual Pay Rate: \_\_\_\_\_ Hourly Pay Rate: \_\_\_\_\_  
 Turn on or off: Longevity Pay ☐ Add'l Pay ☐

### Hourly Promotional Calculation (TA, EA, AFSCME):

New Title: \_\_\_\_\_ Bargaining Unit: \_\_\_\_\_  
 Promotional Percentage Increase: 5% Year of Schedule: \_\_\_\_\_  
 Promotional Hourly Pay Rate: \_\_\_\_\_ (current hourly rate x promotional % increase)  
 New Hourly Pay Rate: \_\_\_\_\_ (step closest to or above promotional hourly rate)  
 Lane/Grade: \_\_\_\_\_ Step: \_\_\_\_\_ Based on years of experience: \_\_\_\_\_  
 Salary Based on Contract Years: \_\_\_\_\_ New Probation Date: \_\_\_\_\_

### Annual Promotional Calculation (Teacher, ASAP, SPSO, other Admin):

New Title: \_\_\_\_\_ Bargaining Unit: \_\_\_\_\_  
 Hours/Year: \_\_\_\_\_ Promotional % Increase: \_\_\_\_\_ New Position FTE: \_\_\_\_\_  
 Promotional Hourly Pay Rate: \_\_\_\_\_ (current hrly pay rate x prom % incr) Year of Schedule \_\_\_\_\_  
 Promotional Annual Salary Rate: \_\_\_\_\_ (new hourly rate x hours/ year)  
 Actual Annual Salary Rate: \_\_\_\_\_ (step closest to or above promotional annual rate X FTE)  
 Lane/Grade: \_\_\_\_\_ Step: \_\_\_\_\_ Based on years of experience: \_\_\_\_\_  
 Salary Based on Contract Years: \_\_\_\_\_ New Probation Date: \_\_\_\_\_

### Signatures:

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_  
 Approved by: \_\_\_\_\_ Date: \_\_\_\_\_  
 Payroll Manager

Promotion	% Increase	Promotion	% Increase
Clerical/Technical	5%	Lower Grade P to Higher Grade P	5%
Educational Assistant (EA1 to EA2)	5%	Exempt to Exempt	5%
Teaching Assistant (TA1 to TA2)	5%	Non-exempt hrly to non-exempt supv	5%
EA/TA to Teacher	10%	Non-exempt hrly to exempt supervisory	10%
Teacher to Principal	10%	AP to Principal	10%
ASAP to Principal (not a promotion)			

# QUESTIONS?





# Literacy Overview

Susan Braithwaite, PreK-12 Literacy Supervisor



# Key Terms

## Curriculum

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

## Instructional Model

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

## Materials

The physical and digital resources available to support the *curriculum* and *instructional model*.



# How We Teach Literacy: Framework

Elementary	Middle	High School
2010 Common Core Standards Driven		
<p>Readers and Writers Workshop</p> <ul style="list-style-type: none"> <li>● <b>Mini Lesson</b>-Cross curricular connections, embedded Language targets</li> <li>● <b>Literacy Work Time</b> <ul style="list-style-type: none"> <li>○ Independent Reading</li> <li>○ Small Group Instruction and Conferring                             <ul style="list-style-type: none"> <li>■ Student voice and choice in texts                                     <ul style="list-style-type: none"> <li>● Reading on the iPad, partner reading, write about reading-digitally, paper/pencil</li> </ul> </li> <li>■ Data driven differentiated learning activities</li> </ul> </li> </ul> </li> <li>● <b>Closing-Share-Student Voice</b></li> </ul>		<p><b>Taught through a Universal Theme (Teacher decided) which include:</b></p> <ul style="list-style-type: none"> <li>● Cross curricular connections, embedded Language targets</li> <li>● Pre/Post Assessments</li> <li>● Standards Based Rubrics</li> <li>● Student Friendly Checklists</li> </ul>
Independent Reading: Student Voice, Use of Technology, Culturally Proficient		



# Why FAST

- To screen
- To plan
- To monitor



# SPPS Assessment Plan



# FAST to Support Literacy Vision

*Accelerating Student Achievement Through Assessments to Support*

## Core Instruction

### How to Read (K-2)

- Skill Work
- Phonics
- Words Their Way
- Fluency
- Phonemic Awareness
- Vocabulary

### Independent Reading Materials

- Classroom Libraries
- Amount of Reading
- Voice and Choice

Independent Writing

### Benchmark Sequence

- Alignment of Reading and Writing (Social Studies, Science, Health, Library)
- Standards/Benchmarks
- CFAs
- Scheduling

### Shared Reading Materials

- Interactive Read Aloud
- CRT

### Small Group Instruction

- Guided Reading
- Conferring
- Writing Flex Groups

## Intervention

## Professional Development





# FAST Key Terms





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- **Criterion-referenced scores**
  - Student proficiency compared against benchmarks
- **Norm-referenced scores**
  - Student proficiency compared to all students taking FAST assessment



# FAST Key Terms

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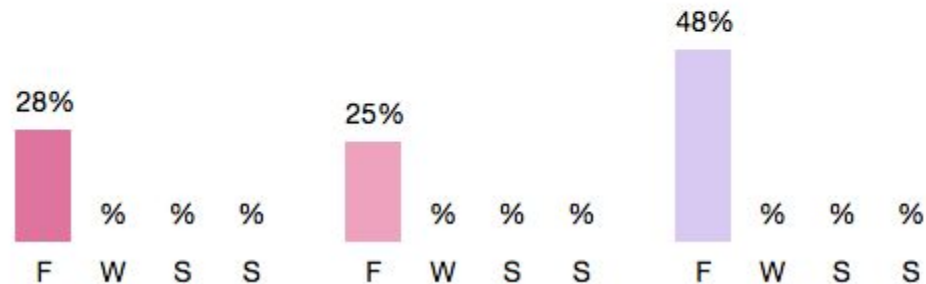
	College Pathway	=	Above grade level
	Low Risk	=	At grade level
	Some risk	=	Below grade level
	High risk	=	Well below grade level



# FAST earlyReading (K-1)

Scores Of Students In Group By Categories:

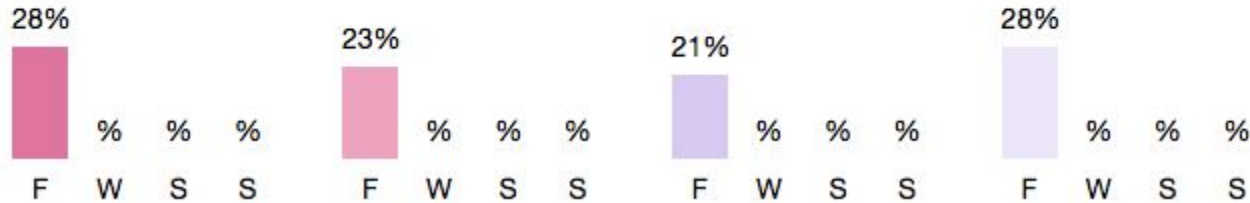
- College Pathway = Above grade level
- Low Risk = At grade level
- Some risk = Below grade level
- High risk = Well below grade level



# FAST aReading (2-8)

Scores Of Students In Group By Categories:

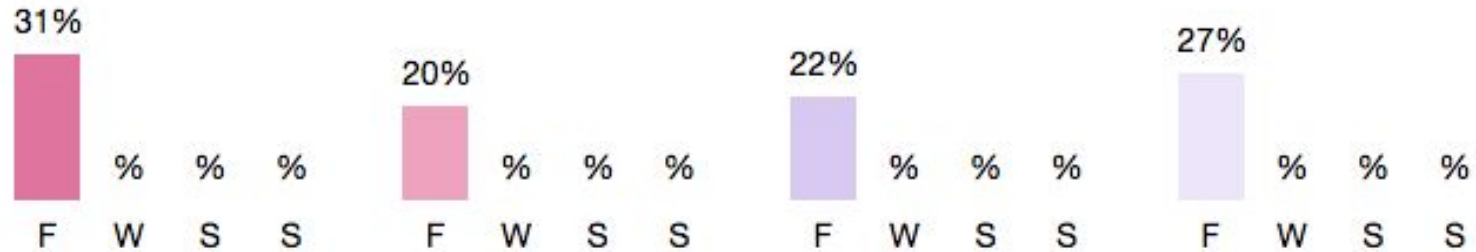
- College Pathway = Above grade level
- Low Risk = At grade level
- Some risk = Below grade level
- High risk = Well below grade level



# FAST CBM (2-5)

Scores Of Students In Group By Categories:

- College Pathway = Above grade level
- Low Risk = At grade level
- Some risk = Below grade level
- High risk = Well below grade level





# FAST: What We've Learned

- Easy to administer
- Shortened testing time
- Teachers want more information-using more of FAST
- More stakeholders wanting to see data
- Intentional use of data to plan instruction
- Buzz around assessments
- Talk about what's next



# Now What?

- Using data to plan small group differentiated lesson focus
- Focus on Independent Reading
- Progress monitoring on a regular basis
- Aligning resources to support what students need
- Recognizing a need for more information
- Programmatic decisions, curriculum, materials, resources

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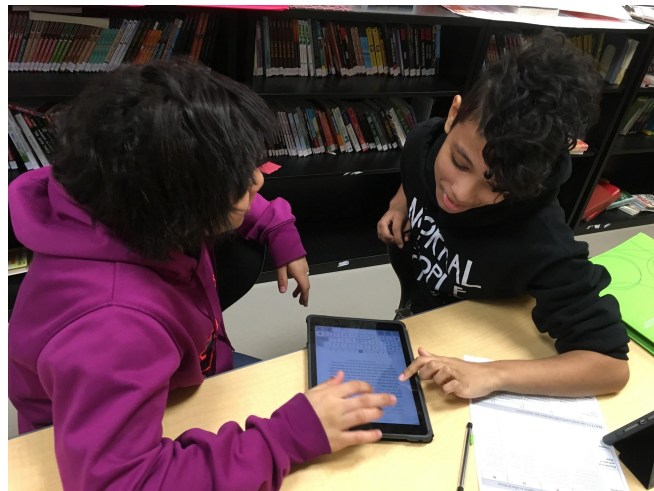
# Personalized Learning Through Technology Update

Committee of the Board  
December 5, 2017

# Promise to the Community

## Fall 2012 Referendum

- Funding is \$9 million annually 2013-2021
- Provides technology access for
  - Student engagement, anytime, anywhere learning
  - Family participation
  - Resources for teachers and community
  - Data for informed decisions



# SPPS Personalized Learning

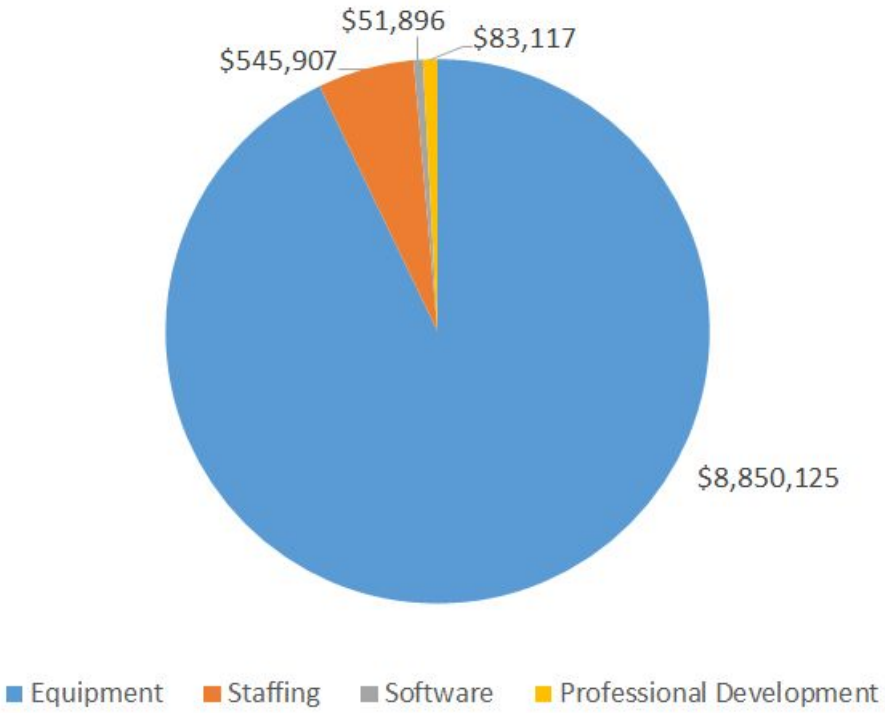
Transform teaching and learning at Saint Paul Public Schools to be **student-centered**, **customizable** and **technology-enriched** to meet the diverse needs of all students.



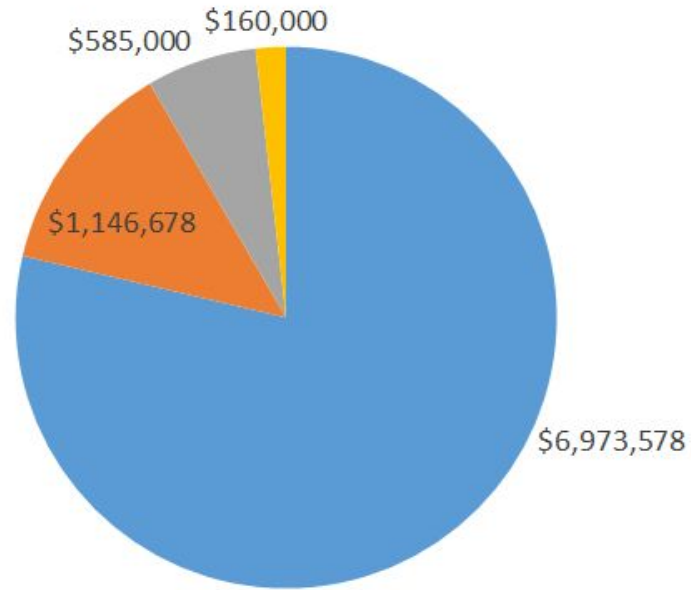


# Referendum Actuals 2016-17

72

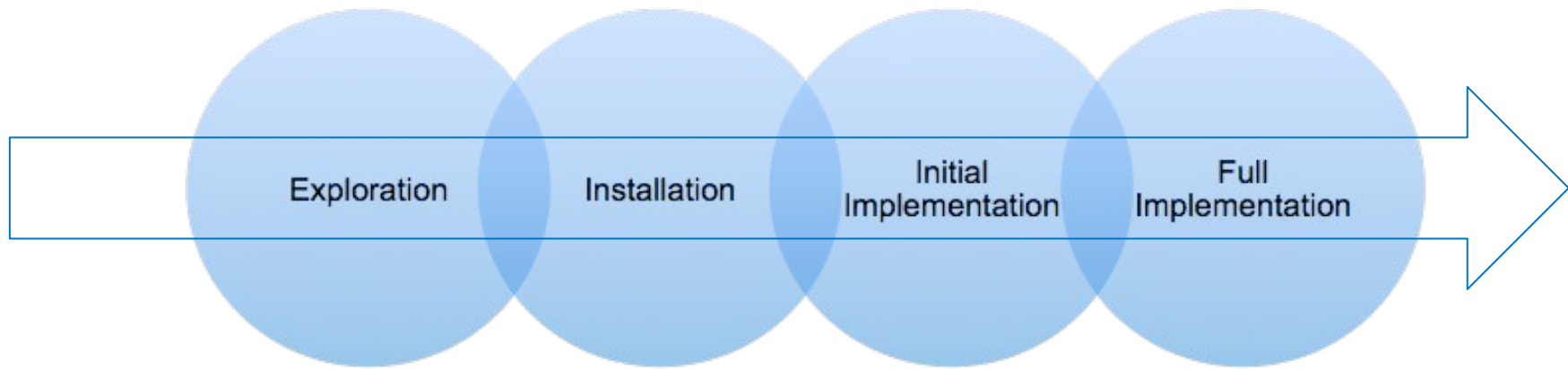


# Referendum Budget 2017-18

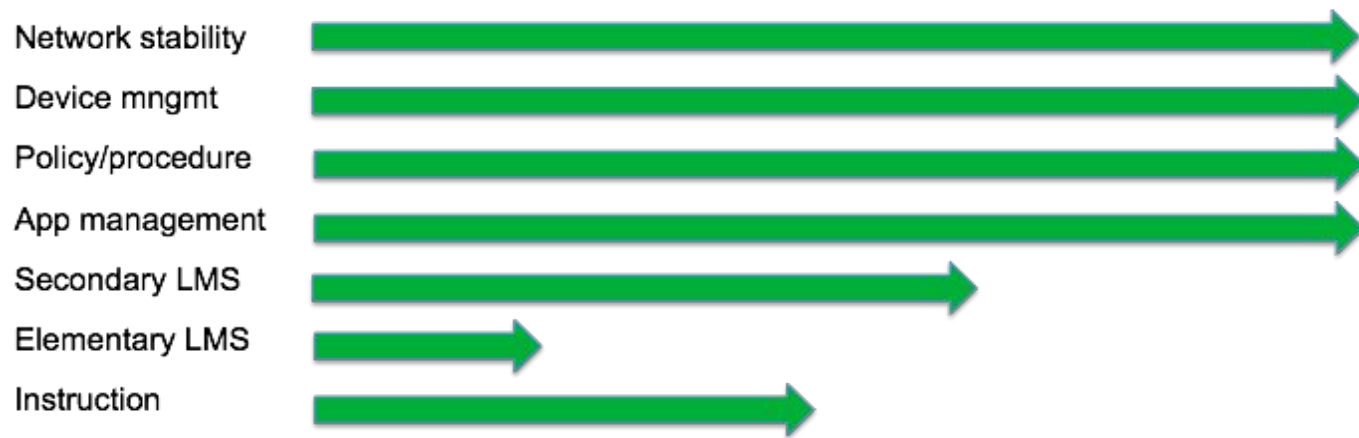


■ Equipment ■ Staffing ■ Software ■ Professional Development





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# Examples of Impact



# Impact of PLTT: Student Life and Learning

Harding High School Genius Squad

Kharme Mahamed, Alisia Lemmons, Margie Motzel

Student video:

[Before iPads](#)  
[After iPads](#)





# Impact of PLTT: Real, Relevant Curriculum

Brian Reinhardt, Central High School

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- Projects that go deeper, engage students with community on issues that impact their lives: Central alumni interviews
- Schoology supporting tailored instruction and student voice and choice
- Parent engagement through access to assignments, feedback, course communications



# Impact of PLTT: Dual Language Programs

Mee Vang, GaoShue Moua Jackson Elementary

Revision 12 ▾ 2\_MathReviewCycle2.3.pdf ▾

Thursday, November 2, 2017 at 12:03 pm

The screenshot shows a PDF document with a toolbar at the top. The document content is divided into two main sections. The left section contains a calendar page with handwritten numbers and yellow star annotations. The right section contains a math problem and a table with text.

**Calendar Page (Left):**

- Leb Hauv Hwib
- 50 (in a box)
- 95 (in a circle)
- Muaj sib rho.
- 12818
- 9
- 19

**Math Problem (Right):**

Leb Kawm Dua: Cycle 2.4

Maiv Cib Lis

Npe \_\_\_\_\_

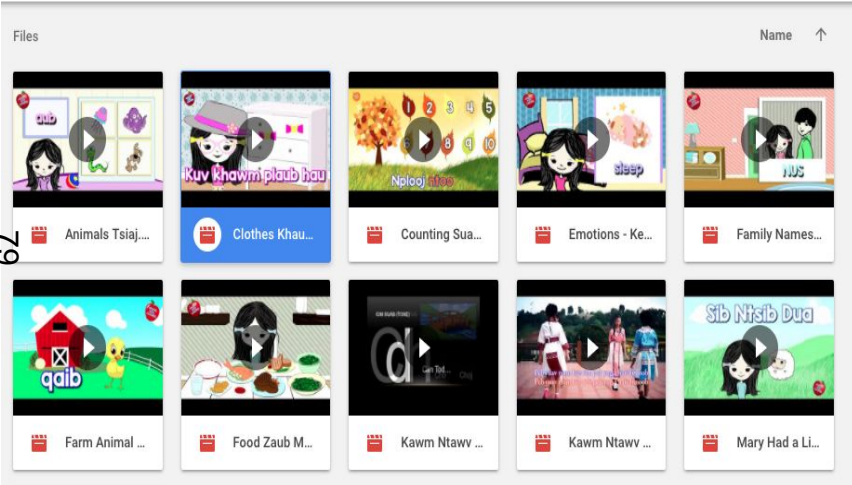
Hnub rau Leb Kawm Dua 4

Tim 10-26-17

Lub ntsiab leb
Thaum tus zauv sib rho tsis tau, yuav tsum ntxiv kaum.
<b>Xav dua</b>
Hnub no kuv
Ua zoo vim wb ntxiv kaum.
Tag kis kuv mam li

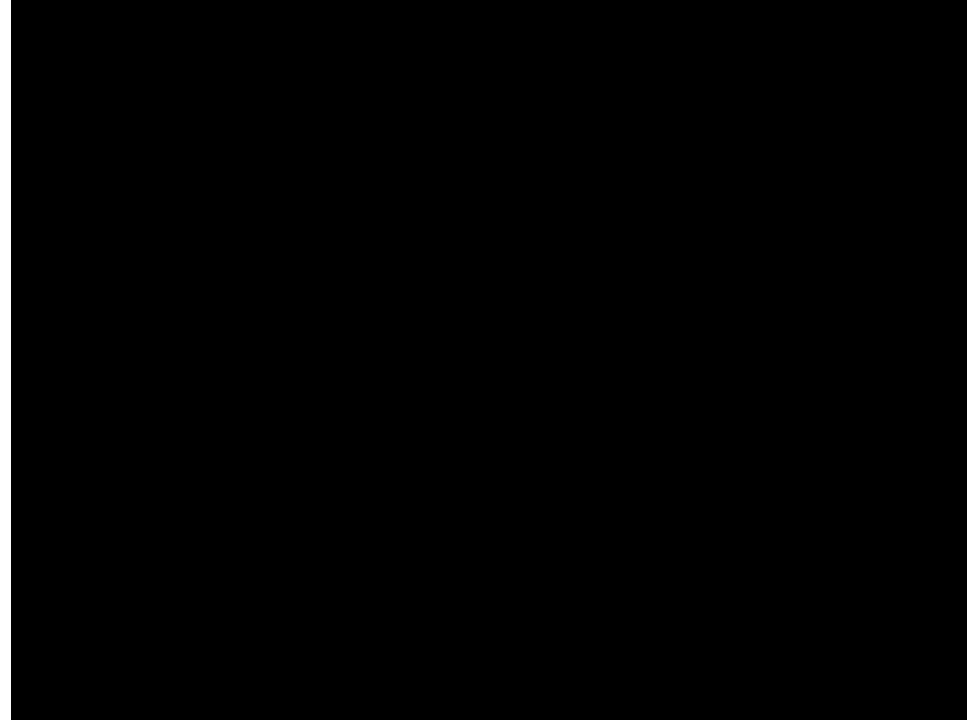
# Impact of PLTT: Dual Language Programs

My Drive > 2017-2018 5th Grade > Hmong Reader's > Hmong Learning Videos



Google Drive

Video using Adobe Spark -->



# Impact of PLTT: Formative Assessment, Family Engagement

Meera Patel, Riverview Elementary

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"Hey mom- I'm sorry I got dabber paint on my hands. It's a messy paint. Ms. Meera said it would wash away by tonight or the next time I take a bath." Said Victoria. Please don't worry the paint will come off, message me if you have you question. ❤️📧

Oct 5, 2017

Seen by: Krystal B

Announcements

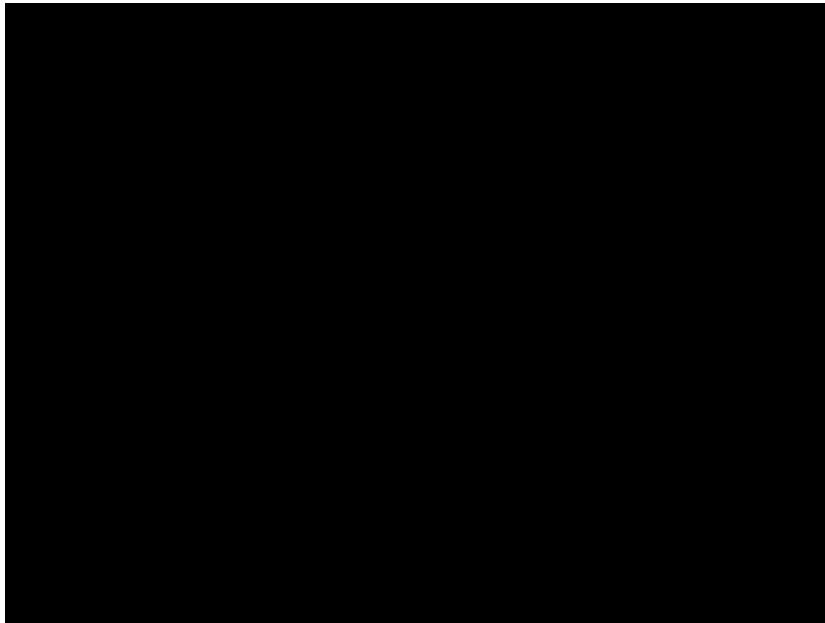
Krystal B

Krystal B It's ok my dear.



# Impact of PLTT: Formative Assessment, Family Engagement

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Wow!! An AA BB pattern tower!!

Oct 4, 2017

Seen by: Krystal B

Mathematical Thinking

Krystal B

Krystal B Great job my Victoria mama is so proud of you



# Impact of PLTT: Students with Special Needs

Gail Ghere, Interim Director, OSS & Rebecca Tetlie, Assistive Technology Lead

*If General Education Peers have iPads then students with disabilities have iPads*

## **Priorities**

- Alignment and access
- Develop student independence
- Support all Birth to 21 staff to integrate into instruction

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## **Infrastructure**

- ["One-stop"](#) for special iPad equipment & paid Apps
- [Layers of accommodations](#) for iPad features

## **Professional development (supplement OTL)**

- Four PD grants from Metro ECSU
- In person -- Focused on (1) literacy & (2) iPad accessibility features
- Using Schoology and See Saw





# Impact of PLTT: Students with Special Needs

## Reading

### 4th Grader with LD

Kelsie Onyango, LD Teacher  
Maxfield Elementary

*"Reading is not for me. It is  
only for rich white kids."*



*"Now I can really read and  
not just pretend to read."*

## Writing

### 9th Grader with LD

Teresa Glass, Occupational Therapist,  
Central HS

Student in 9th grade receiving special education services.  
He struggled to write at a level commensurate with regular education peers.

After 3 minutes handwriting on pre-selected topic, he had written 44 words.

Hobart's Funnies

The first tank was a modified M4 Sherman tank that had a flotation device attached to it. It was known as the DUKW.

The second tank was a minesweeper. It was known as the flail tank. It had chains that wore down

After 3 minutes typing using built-in word prediction, he had written 79 words.

It had chains on a roller that would spin and detonate the mine before they drove over it.

The last of the tanks that I am going to be referring to is the "beach-lander" tank. It would carry wood planking or something and lay it down as it went. It was used heavily during WWII to get on Normandy so that the tanks that did not have tracks were able to get a footing. Even though they had problems

After 3 minutes using built-in dictation, he had written 382 words!

During World War II there was a battle called the Battle of Iwo Jima. It was a battle fought by the Marines and some army regiments during the war in the Pacific part of World War II. The main reason that they wanted to take the area was they wanted to make a safe landing space for the main effort to take the Philippines because it was a very very small island that was kind of off to the side and some of the Marines that fought in that battle saw afterwards who did not fight there. It probably makes me doubt I got anything done. They fought a very very bloody battle against it was the first battle in which they didn't just charge over the top yelling to Mince head or long. I used DM. I guess engine can be turned they adopted the kind of fallback defense positions which among the various Rocky grounds of could be very very effective due to the fact that it was extremely hard to blow up in fact one there was a shortage of concrete for the airfields the soldiers figured out that if you just put concrete and cover it with like a roller counter thing and pour water over it it is almost just like concrete. They also have to deal with the fact it was very hard to dig that they were getting water enough and the times that they didn't water it was sometimes delivered in oil barrels and so was covered in oil they then had to deal with the fact that sometimes they would be fighting right next to them they're best friends and then watch them get killed and when they were doing that in the middle of night they would be digging their own graves. One Marine was told they were told to dig their footlockers in apart and when he started digging he thought into a recently killed Japanese corpse cover it because the committing officer was over and continue to order him to dig, but then one of the more senior committing officer came over and told him dig a little more every handle him and it was also hard because you know they had to do it was it was hard it was difficult at around



**8 times  
increase  
written  
output**

# Impact of PLTT: Students with Special Needs

## AUGMENTATIVE COMMUNICATION (AAC)

Students who cannot talk due to severe speech and language disabilities  
(Pre K to Age 21)



**67%  
increase  
in AAC  
use in  
2 years**



### Students are:

- \* *Developing expressive language*
- \* *Having social interactions*
- \* *Answering in class*
- \* *Sharing information*
- \* *Making choices*
- \* *Expressing feelings*

# Impact of PLTT: Community Partners

Marika Staloch, Youth Services Coordinator, Saint Paul Public Library

## **LIBRARY GO BY THE NUMBERS**

**42,004**

student records  
successfully imported  
into SPPL's database.  
Library Go now reaches  
all SPPS students.



**854**

SPPS staff e-cards have  
been created. The success  
of this program depends on  
educators having universal  
access as well

**17,000**

library items have  
circulated (books, DVDs,  
etc.). Library Go allows  
students to check out up  
to 5 physical items.

**20,000**

e-books checked out  
with OverDrive and  
CloudLibrary

**15%**

Online homework help usage  
is up by 15% over the 2015-  
2016 school year.

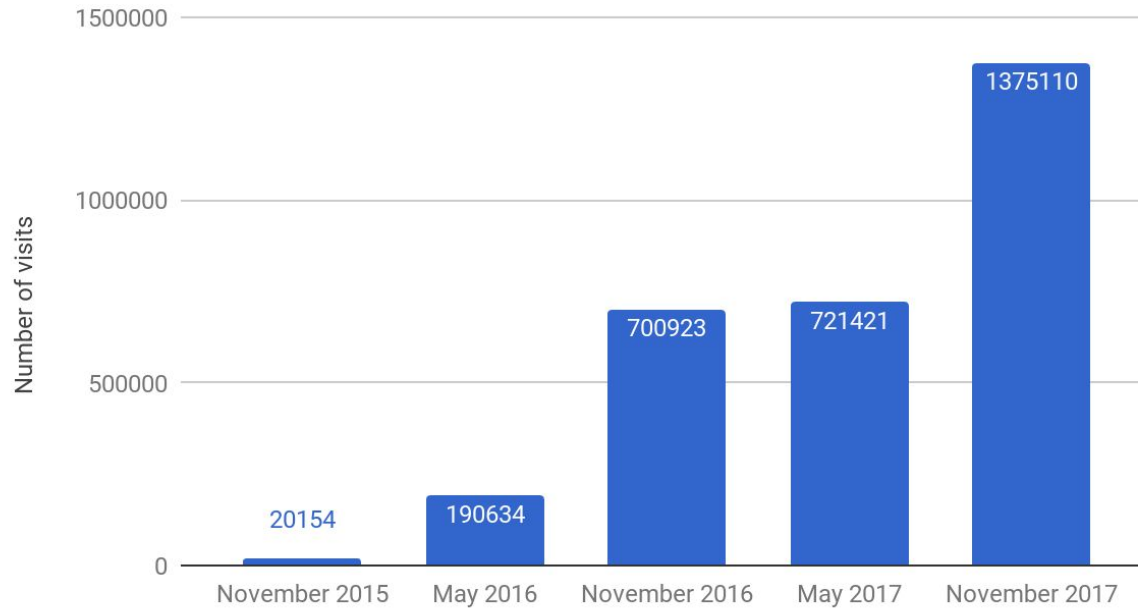


# Districtwide Data



# Usage Data: Schoology

Number of visits to Schoology by students



# Usage Data: Seesaw

Oct. 2017: 33,269 student items uploaded | Overall number of family visits: 88,793

Seesaw available at 39 sites, PK-2	Mean	Highest site
Students used Seesaw, month of October 2017	42%	85%
Total number of student items created in October	876	4,673
Number of connected family members (one family can have multiple family members connected)	51	191
Total number of family visits to Seesaw by school	2276	12,128

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# Access to Technology



100% of K-12 STUDENTS who have 1:1 iPad access during school hours

Number of months where network capacity exceeds 80% of available bandwidth for one hour or more

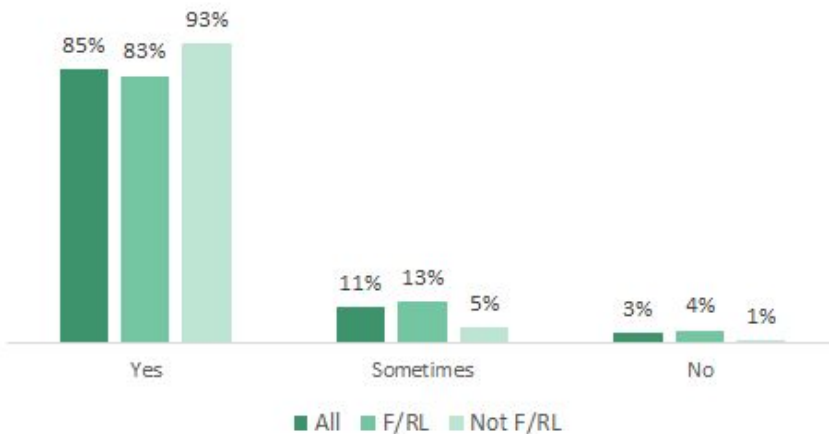
0 Months in SY15-16 [39,000 student iPads]



3 Months in SY14-15 [25,209 student iPads]

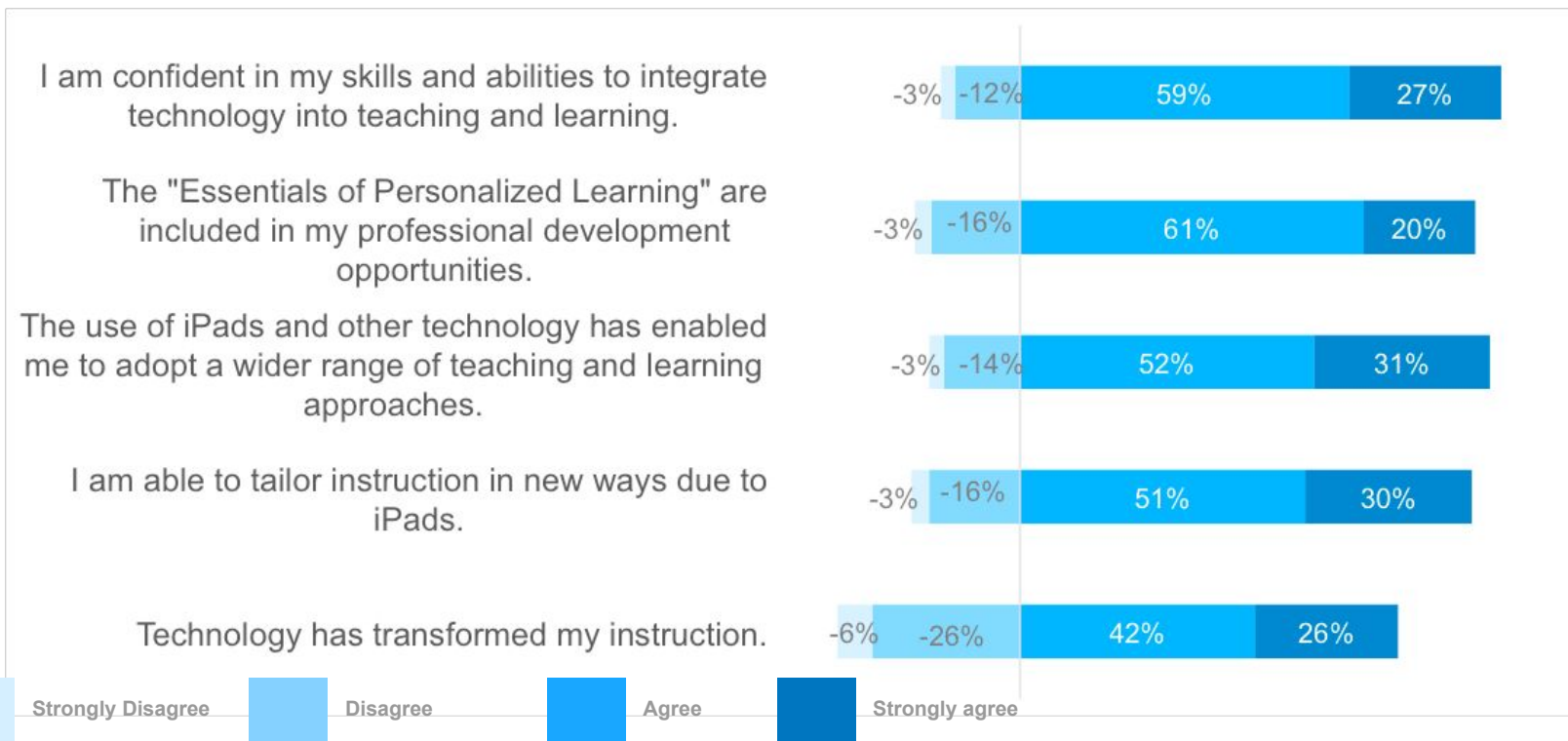


Student Internet Access Where They Live



# Teacher Preparation for Tech Integration

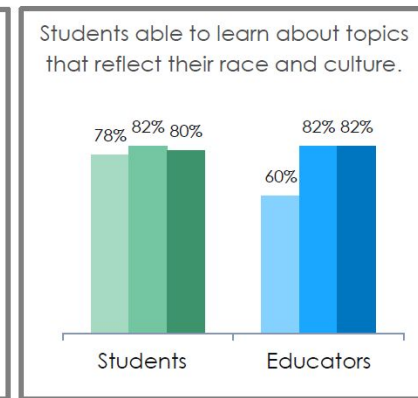
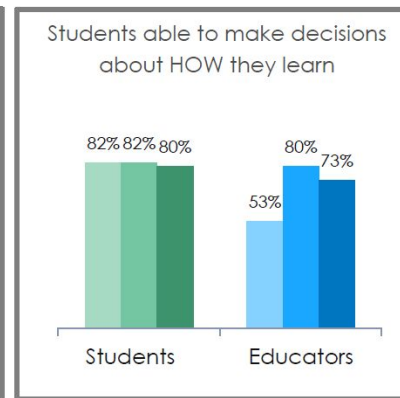
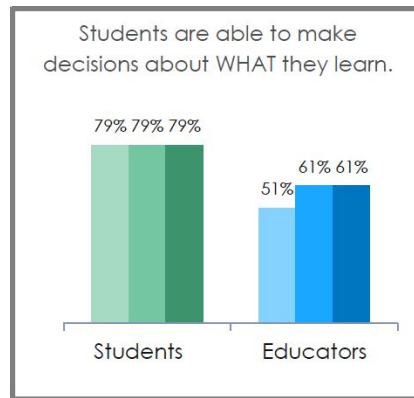
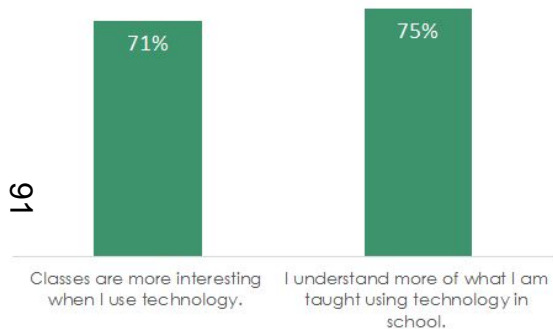
06



# Meeting Varied Learning Needs

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Impact of Technology Use (Students)



2014-15

2015-16

2016-17

2014-15

2015-16

2016-17

# Full Implementation Combines Multiple Factors



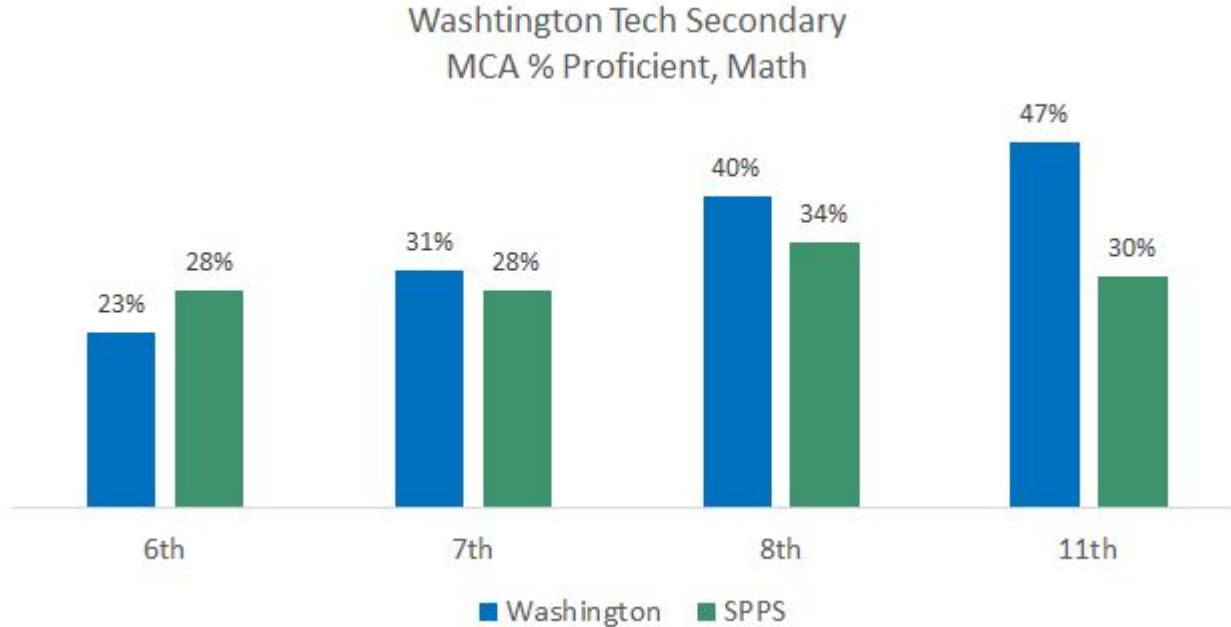
# Washington Technology Magnet

**Multiple factors** combine to advance student achievement

- Visionary, shared **leadership**
- Commitment to **racial equity** transformation
- **Innovative** learning & teaching
- Ongoing **professional learning**, integrating technology with instruction
- **Flexible** learning environments
- **Schoolology** fully operational: course organization, differentiation, communication, family engagement
- **Student Genius Squad** plays critical role of support for students and staff
- Observations in 36 classrooms showed
  - High student engagement - 92% of students on-task
  - High technology integration
  - Multiple teaching strategies
  - Multiple means for students to show what they know



# Multiple factors work together to advance student achievement





# Next Steps

- Use Schoology/Seesaw with students, educators, families to **organize, document, and communicate learning**
- Support rigorous, culturally relevant instruction by creating a SPPS **digital curriculum repository**
- Use digital tools to **assess, report** what students know and inform instruction
- **Build teacher capacity** to personalize learning by infusing tailored instruction, student voice and choice, and engagement in a tech rich environment as strategies in all PD
- Support principals as **building leaders for personalized learning**

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# Questions?

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## **Resolution to Fully Fund Special Education Services (Minnesota)**

WHEREAS, local boards of education place a very high priority on ensuring that ALL students receive high quality special education programs and instruction; and

WHEREAS, in 1975 Congress enacted the Education for All Handicapped Children Act (P.L. 94-142) now known as The Individuals with Disabilities Act IDEA to: improve access to education for children with disabilities by guaranteeing a Free Appropriate Public Education (FAPE) in the least restrictive environment; assure that the rights of children with disabilities and their parents are protected; assist States and school systems to provide for the education of all children with disabilities; and to assess and assure the effectiveness of efforts to educate all children with disabilities; and

WHEREAS, when IDEA became law in 1975, the federal government promised to fund 40 percent of the additional cost of educating children with disabilities; and yet the federal government has failed to adequately fund the mandated programs and services arising under IDEA, never providing more than 15 percent of the additional cost; and

WHEREAS, sufficient federal funding for IDEA would significantly enhance the ability of local school systems to provide an excellent education for all students; and

WHEREAS, the special education cross-subsidy continues to be a major obstacle for Minnesota School Districts to grapple with, due to the growing number of students receiving special education, more specialized services and rising costs associated with those services and inadequate funding; and

WHEREAS, the state special education funding system has not kept pace with the rising cost of mandated services and supports for students with special needs; and,

WHEREAS, the cross-subsidy for school districts for FY2016 is \$679 million; a 5.6 percent increase from FY2015; and

WHEREAS, between rising need and insufficient state and federal aid, the amount of funding school districts as a whole in Minnesota will be forced to pay for special education costs will reach an average of \$815 per student in FY17;

NOW, THEREFORE, BE IT RESOLVED, that we urge the Governor and Legislature to strenuously advocate for significant increases in federal special education funding and meaningful special education reforms at the federal and state levels; and

NOW, THEREFORE BE IT RESOLVED that there is an urgency the Minnesota Legislature to convene a task to work on special education funding, specifically with a focus on the impacts of the new special education funding formulas, the projected cross-subsidy and recommendations with a timeline to eliminate the cross-subsidy.

## **Resolution to Fully Fund Special Education Services (Federal)**

WHEREAS, local boards of education place a very high priority on ensuring that ALL students receive high quality special education programs and instruction; and

WHEREAS, in 1975 Congress enacted the Education for All Handicapped Children Act (P.L. 94-142) now known as The Individuals with Disabilities Act IDEA to: improve access to education for children with disabilities by guaranteeing a Free Appropriate Public Education (FAPE) in the least restrictive environment; assure that the rights of children with disabilities and their parents are protected; assist States and school systems to provide for the education of all children with disabilities; and to assess and assure the effectiveness of efforts to educate all children with disabilities; and

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NOW, THEREFORE, BE IT RESOLVED, that we urge the President and Legislature to strenuously advocate for significant increases in federal special education funding and meaningful special education reforms at the federal and state levels; and

NOW, THEREFORE, BE IT RESOLVED, that the State of Minnesota calls upon the Congress of the United States to pass appropriate legislation in order to increase funding for federal special education mandates to meet the urgent financial special education needs of our cities and towns; and

BE IT FURTHER RESOLVED, that the Secretary of the Senate cause a copy of this resolution to be delivered to all United States Representatives and Senators representing Minnesota in the Congress of the United States.