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

April 8, 2014
5:15 PM

A G E N D A

I. **CALL TO ORDER**

  A. Introductions

II. **AGENDA**

  A. St. Paul Youth Commission - Metro Transit Passes

  B. Preview of Summer Session

    1. Introduction

    2. Presentation   3

    3. Discussion

    4. Action (No Action Required)

  C. Preliminary FY 2015 Budget

    1. Introduction

    2. Presentation   12

    3. Discussion

    4. Action (Acceptance of Report)

  D. Presentation of American Indian Education Title VII Parent Committee
    Resolution of Concurrence
    Time Certain: 6:30 p.m.

    1. Introduction   29

    2. Presentation   32

    3. Discussion

    4. Action (Acceptance of Report)

  E. Talent Development and Accelerated Services Update

    1. Introduction

    2. Presentation   48

Summer Term (S-Term) Preview

Saint Paul Public Schools

Committee of the Board Presentation

Jon Peterson, Principal on Special Assignment

Office of Alternative Education

Tuesday, April 8, 2014

Mission

- Offer a premier summer learning experience

- Prevent summer learning loss

- Support alternative pathways to high school graduation

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Vision

- Become a collaborative, solution-focused culture

- Support *Strong Schools, Strong Communities 2.0*

- Nurture students to be life-long learners

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Values

- Effective communication

- Racial equity

- Collaboration

- Innovation

Guiding parameters

- Air conditioning

- Increased enrollment

- High quality programs

- SSSC 2.0

- College campuses

Offerings

- Two sessions
- Instrumental music
- Freedom School
- College campuses
- Immersion programs
- Online courses
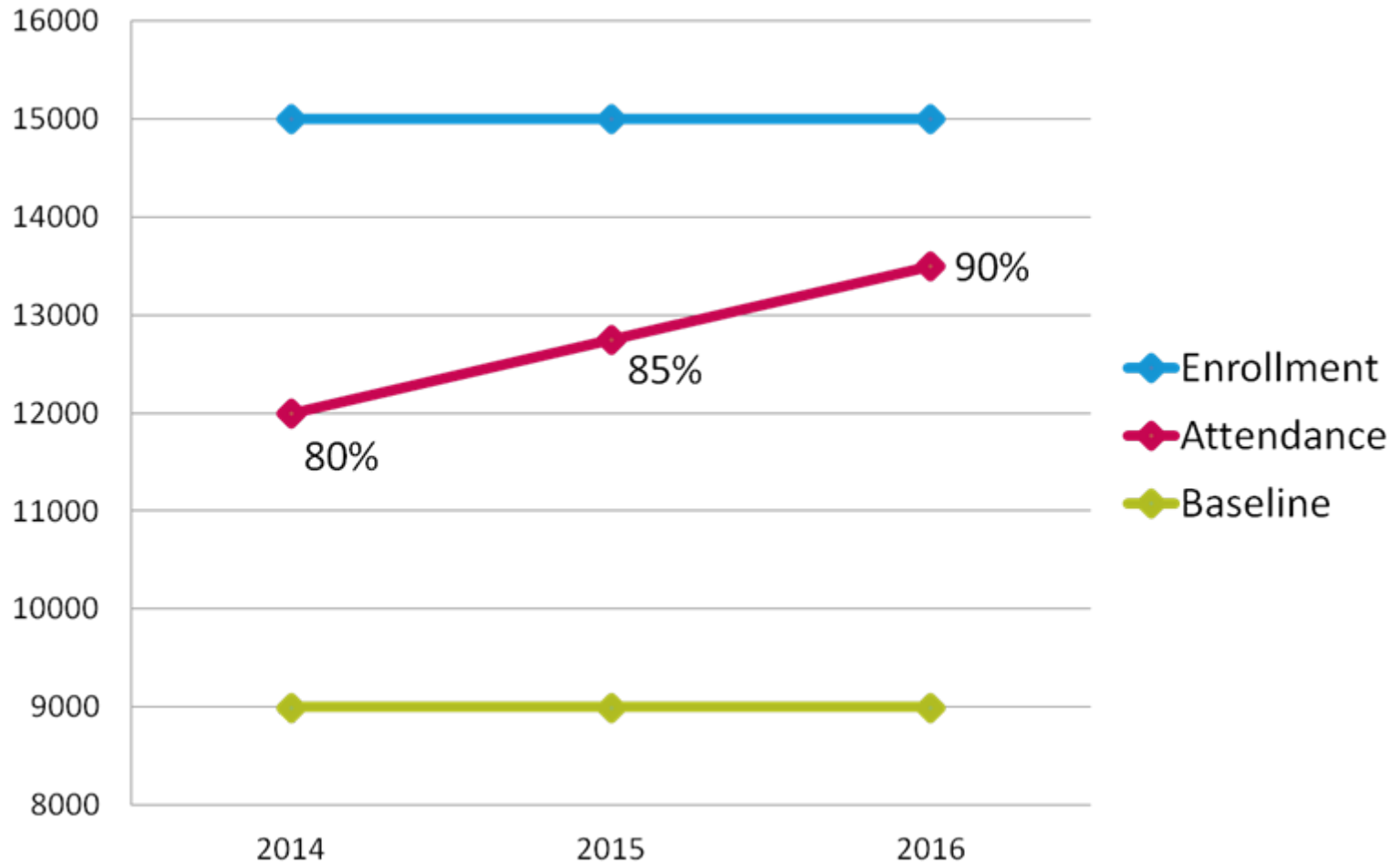- Streamlined transportation
- Breakfast and lunch

Promotion

- 11-page enrollment guide
  - Translated
  - Mailed to students
  - Provided to schools
- Flyers
- Robocalls
- Social media
- School websites
- Employee newsletter
- Partner newsletter
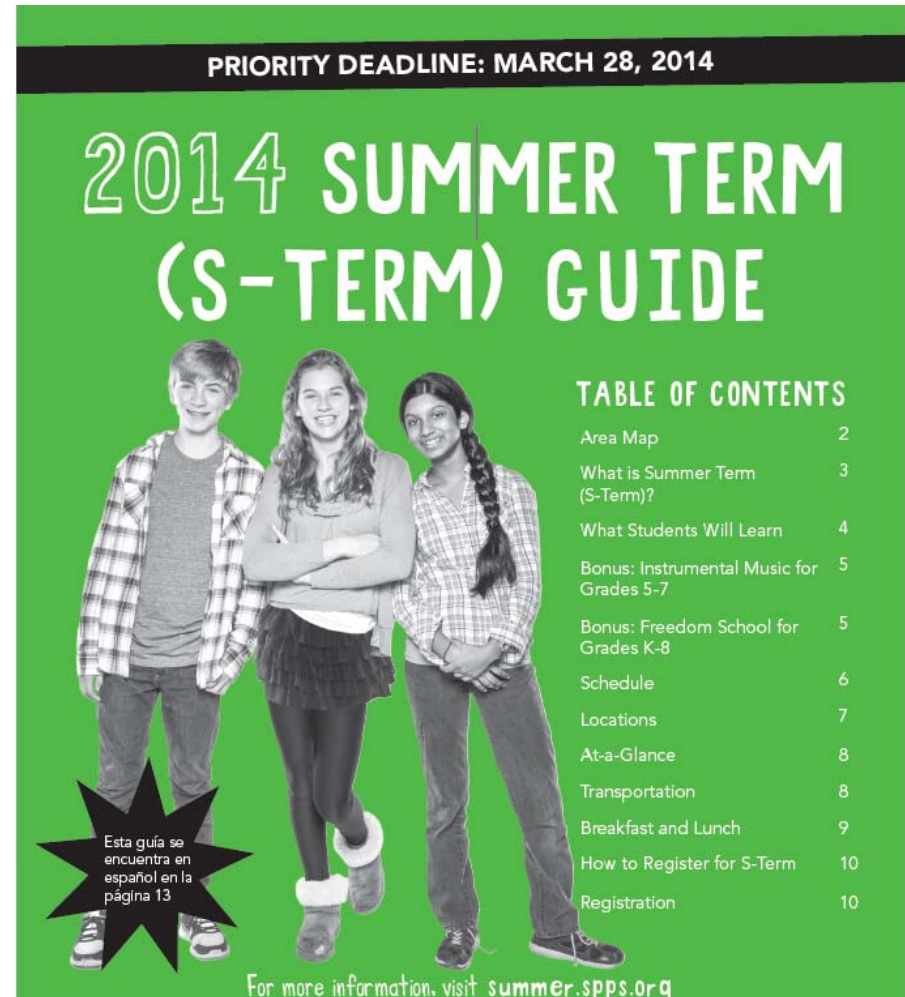
Goals

Questions

Jon Peterson, POSA

SPPS Office of Alternative Education

jon.peterson@spps.org

651-744-6690

FY15 General Fund Budget for Schools

"Funding Strong Schools Strong Communities 2.0"

Marie Schrul
Controller
April 8, 2014

Purpose

To provide overview/information on the FY15 General Fund budget to the COB in preparation of releasing general fund budget allocations to schools.

Agenda

- Budget Direction
- General Fund FY15 Big Picture
- Fund Balance
- Staffing the Schools
- Other Influencing Factors

Budget Direction/Impacts

- FY15 budget focuses foremost on funding to support SSSC 2.0

- Racial equity lens applied to budget process (embedded in staffing criteria)

- Embedded Professional Development (PD)

- Enhanced staffing in defined areas

- Funding for SSSC 2.0 initiatives

FY15 General Fund Big Picture

	FY14 Adopted (in millions)	FY15 Preliminary (in millions)	Difference	% Change
Revenue	$ 505.6	$ 526.8	$ 21.2	4.2%
Fund Balance	12.7	5.1*	(7.6)	(59.8 %)
Expenditure	518.3	531.9	13.6	2.6%
Balance	0	0		

*FY14 (June 30, 2014) Unassigned Fund Balance projected as of December 2013 is 5.9% ($ 5.1 million above 5% Board Policy).

FY15 General Fund
Big Picture - Revenue

General Fund	FY 14 Adopted	FY 15 Preliminary	$ Difference	% Change
Revenue Comparison	$ 505.6	$ 526.8	$ 21.2	4.2%

General Fund	FY 14 Adopted	FY 15 Preliminary	$ Difference	% Change
General Education	$ 403.7	$ 407.9	$ 4.2	1.0%
Alt Facilities Levy (Pay as you Go)	$ 0.0	$ 9.7	$ 9.7	100%
OPEB Levy	$ 9.9	$ 16.1	$ 6.2	62.6%
Integration Revenue	$ 17.7	$ 16.3	($ 1.4)	(7.9%)
Operating Capital/Health & Safety	$ 14.9	$ 14.6	($ 0.3)	(2.0%)
Categorical Special Education	$ 59.4	$ 61.4	$ 2.0	3.4%
Early Learning Scholarship Program	$ 0.0	$ 0.8	$ 0.8	100%
Totals	$ 505.6	$ 526.8	$ 21.2	4.2%

FY15 General Fund
Big Picture - Expenditures

Area	FY14 Adopted	FY15 Preliminary	Change	Percent Change
Schools	$ 244.8	$ 243.1	$ (1.7)	(0.7%)
School Service Support	179.8	182.9	3.1	1.7 %
Total School Support	**424.6**	**426.0**	**1.4**	**0.3%**
District-wide Support	89.3	101.6	12.3*	13.8%
Central Administration	4.4	4.3	(.1)	(2.3%)
Total	**$ 518.3**	**$ 531.9**	**$ 13.6**	**2.6%**

*Includes $9.7m of Alternative Facilities Levy (Pay as you Go) – new for FY15

FY15 General Fund
Factors Impacting Expenditures

Description	Amount ($M)
FY14 Adopted Budget	$ 518.3
Reduced use of Fund Balance (FY15 $ 5.1 vs FY14 $12.7)	(7.6)
Inflationary increase to expenditures	8.9
FY15 Support for SSSC 2.0	2.6
Addition of Alternative Facilities Levy (Pay as you Go)	9.7
Total Proposed FY15 Budget	**$ 531.9**

FY 15 General Fund Revenue Use of Additional $21.2m

FY15 Total Revenue Increase $ 21.2

Inflation $ 8.9

Alternative Facilities Levy $ 9.7

SCSC 2.0 Initiatives $ 2.6
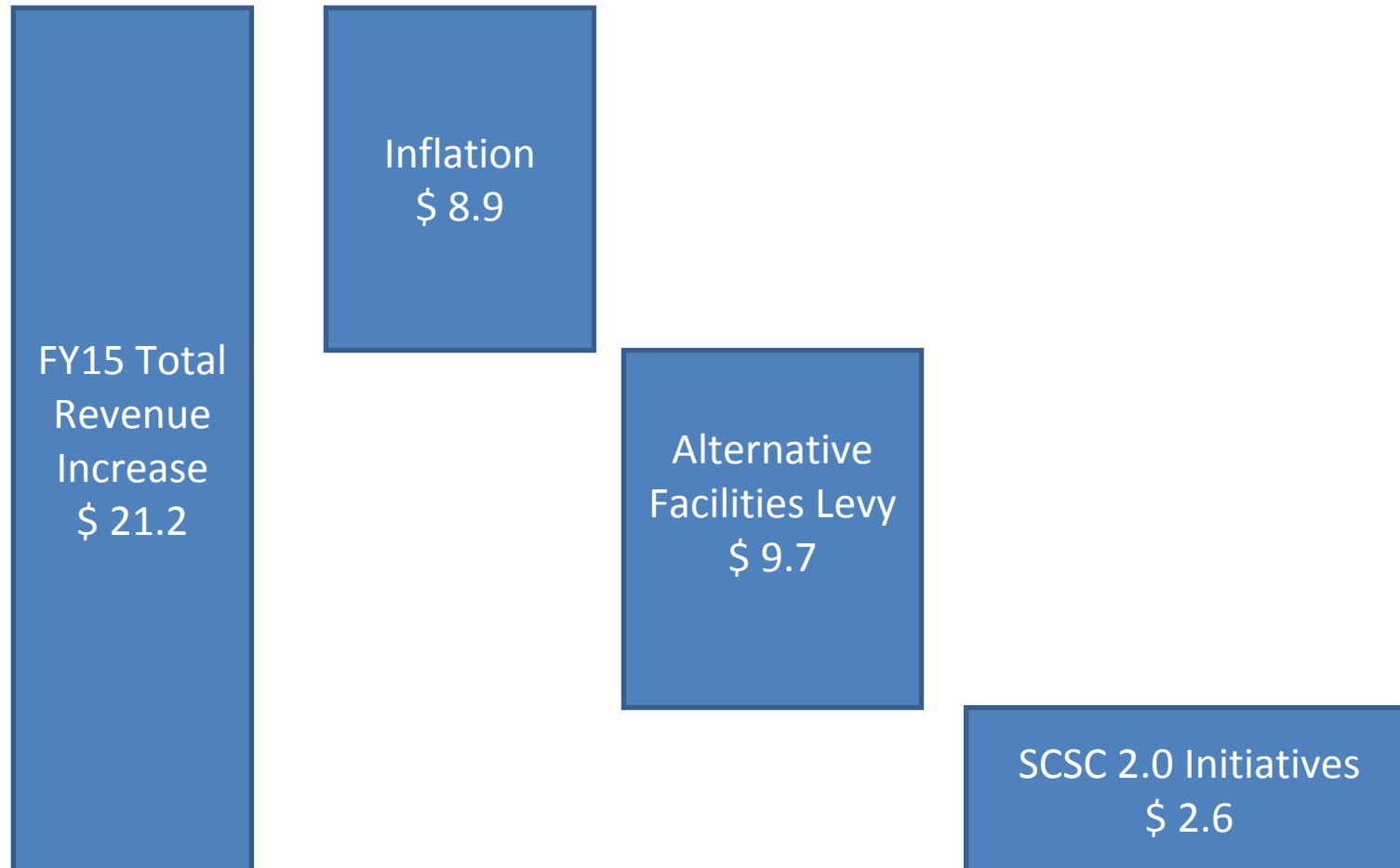
Fund Balance Explanation

- Fund Balance is a residual, assets over liabilities (think of it as equity)
- Fund balance can be part restricted and part unrestricted
- Additional revenue can increase fund balance while additional expenditures can decrease fund balance
- Fund balance plays an essential role to mitigate current and future risks
- Unrestricted/unassigned fund balance level is crucial in long term financial planning
- Credit agencies monitor unrestricted/unassigned fund balance to determine creditworthiness. They favor increased levels of fund balance
- SPPS Board policy sets Unassigned Fund balance at 5% of General Fund expenditures

Staffing the Schools

Funding for SSSC 2.0

SSSC 2.0 Class Size Ranges
Higher Poverty Sites

Grade	FY15 Target Ranges	FY15 Projected Average Class Size
Pre-K	20	20
KG	20-25	23.29
1 – 3	22-25	23.74
4 – 5	25-28	24.57
6 – 8	29-33	30.72
9 – 12	30-35	33.20

Higher Poverty threshold is 76% (top 30 schools per teachers contract)

SSSC 2.0 Class Size Ranges
Lower Poverty Sites

Grade	FY15 Target Ranges	FY15 Projected Average Class Size
Pre-K	20	20
KG	22-26	24.75
1 – 3	22-27	25.10
4 – 5	25-29	26.57
6 – 8	29-35	31.24
9 – 12	30-37	33.75

FY15 Staffing Criteria

Site Configurations

- PreK – 5
- K – 8
- Dual Campus
- 6 – 8
- 6 – 12
- 9 - 12

Staffing Categories

- Principal
- Assistant Principal
- Administrative Intern
- Clerk
  - Minimum
  - Additional 10 month
  - Mobility
  - Attendance
- Learning Support
- Library Support

*Intervention Specialists have been removed from FY15 criteria

Other Influencing Factors

- 3rd quarter projections
- Contract settlements
- Legislative adjustments
- Bond ratings

FY15 Budget Adoption Proposed Schedule

Date	Description
28FEB	Presentation of Schedule to District leadership
04MAR	Presentation of macro budget picture to Committee of the Board
04MAR-08APR	Administration to consult with schools on FY15 planning (enrollment, class size, space) prior to budget distribution
08APR	Presentation of General Fund Budget to Committee of the Board
11APR	Distribute school allocations
14APR – 09MAY	Presentations to various groups
15APR	Distribute tools and worksheet to General Fund programs
09MAY	School budgets returned
16MAY	General Fund budgets returned
24JUN	Budget adopted by Board of Education

Questions?

Saint Paul Public School Indian Education Title VII Parent Committee
Resolution to the Saint Paul Public Schools Board of Education
For the 2013-2014 School Year
March 27, 2014

With this Resolution of Concurrence, the Saint Paul Public Schools Indian Education/Title VII Parent Committee acknowledges the ongoing collaborative efforts of the Parent Committee, the Indian Education Department, and the Saint Paul Public School District in working toward better outcomes for all American Indian students in Saint Paul.

This Resolution recognizes many accomplishments related to the goals from last year's Resolution. The Parent Committee also wishes to address new goals and re-assert **an overall emphasis on culturally-based curriculum, pedagogy, and assessment, in alignment with the recommendations set forth by the Indian Education Supervisor, Dr. Rosemary White Shield, in her report, "Oshki Giizhigad (The New Day): A Model of Native Education Resurgence in Traditional Worldviews and Educational Practice."**

This Resolution is part of the process that is required as a part of the Minnesota American Indian Education Act of 1988 (Minnesota Statute 124D.78, subd. 2). This Resolution will be reported to the Committee of the Board of Education for Saint Paul Public Schools on April 8, 2014, and will be submitted with the school district's administrative response to the Minnesota Department of Education.

This Resolution requests that Saint Paul Public Schools work with the Parent Committee and the Office of Indian Education on the following:

1. Develop and implement a **culturally-based, student-centered model for all American Indian students**
   a. Implement and support the Culturally Responsive Educational Environment Support Project (CREESP) from Dr. White Shield's New Day model, focusing initially on students who are in the critical transition years of 6th to 9th grade
   b. Implement Native-authored, research-based best practices for curriculum, pedagogy, and assessment from the New Day model
   c. Prioritize district support to diversify and increase the funding portfolio for Native education efforts
2. Develop and implement **culturally-based, culturally-relevant, and inclusive curriculum for all students (of all races) in Saint Paul Public Schools** to learn more about American Indian history, traditions, values, and contemporary culture and life
3. Provide better **training and support to all Saint Paul Public Schools staff to serve American Indian students using culturally responsive models and best practices**, as outlined in Dr. White Shield's "New Day" report
   a. Continue and expand teacher and all staff training opportunities related to American Indian history and current needs and Native-centered best practices for working with American Indian students, beginning with the most efficient ways to reach all teachers

in initial efforts, followed by teacher training in the content strands in a focused, structured way, using AIS teachers as key curriculum experts

    b. Provide district support through the Communications Department to develop a Native education communications plan, including teacher education

    c. Provide resources and support related to MTSS/RTI to ensure staff have access to and can appropriately implement culturally appropriate interventions prior to making a Special Education referral for American Indian students

4. Implement solutions to **improve American Indian student attendance**
   a. Improve attendance tracking and consistency across schools to yield better data
   b. Implement a district-wide attendance collaborative to address the attendance issues and needs of American Indian students
   c. Evaluate the effectiveness of the "late bus" at American Indian Magnet School (AIMS) and make changes as needed to ensure this strategy is contributing to the goal of improving attendance for American Indian students who attend AIMS

5. Provide more **culturally-based, district-wide out-of-school time activities** that are in addition to the existing Indian Education programs and are aligned with Dr. White Shield's "New Day" model, to support the academic outcomes of American Indian students

6. Address **behavior concerns**
   a. Increase understanding of the impact of PBIS on discipline outcomes for American Indian students by gender (and as compared with students of other races)
   b. Assess the impact of bullying on American Indian student attendance and academic outcomes and address issues as needed
   c. Support the formation and utilization of an Elders' Council and through the Office of Indian Education (as well as more informal kinship networks) to provide knowledge and support district wide for implementing Native traditional methods to direct student behavior in positive ways and increase engagement for a successful educational experience

7. Address **structural and resource challenges within in the American Indian Studies (AIS) program**
   a. House the AIS programming in the Office of Indian Education, with the Supervisor providing oversight of AIS and with ongoing collaboration with the site administrators, AIS staff, parents, and students
   b. Consider funding 2 full-time Cultural Specialists (1 at AIMS, 1 at Harding)
   c. Assess and expand as appropriate the AVID program specifically for American Indian students
   d. Identify opportunities to encourage Native language revitalization; consider funding 2 additional full-time Language Teachers
   e. Address space issues at AIMS that hamper AIS classes and programming

8. Maintain and further improve **communication between the district and Parent Committee**
   a. Continue wraparound meeting structure and participation of Marsha Baisch, Assistant Superintendent for Teaching, Learning, and Leading, as well as Jackie Turner and Tyrize Cox from Family and Community engagement, in Parent Committee meetings
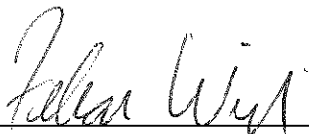
      b. Identify other opportunities to engage the Parent Committee and the Indian Education Supervisor in real conversations and actions toward systems change

9. Continue to improve the **consistency of racial identification of American Indian students**
      a. Continue to provide families with easy access to change their student's racial identification with the Placement Center, including informing parents/guardians of the implications of their selection and ensuring proper training and implementation by district staff (this change was made based on last year's resolution – thank you!)
      b. Provide additional support across the district to ensure that all students who are identified as American Indian are given an opportunity to complete a 506 form, and ensure that these forms are provided to the Indian Education Department for proper documentation to determine eligibility for Johnson O'Malley services (and to ensure we receive our per capita funding)

10. Develop and implement **culturally responsive evaluation plans to assess the impact and effectiveness of Indian Education and American Indian Studies programming**
      a. Provide district support through the Office of Research, Evaluation, and Assessment
      b. Provide district support to assist aligning Indian Education and AIS staffing with the New Day model

In conclusion, the SPPS Indian Education Parent Committee recognizes the District's Administration and the Board of Education's history of collaboration to ensure the best possible education for American Indian students in Saint Paul. We are seen as a leader in this collaboration across the state and have many other Indian Education programs calling for assistance. It is through these partnerships that the comprehensive services leading the measured success will be maintained. We know that many of our requests have and will continue to benefit all Saint Paul Public School students. It is with hopefulness that the Parent Committee of the Indian Education Program submits a resolution of concurrence with the Saint Paul Public Schools for the 2013-2014 school year.

Respectfully Approved on   04/02/14   Votes in Favor 7 Votes Against 0 Not present 4

Signed _____ Date _____

April 8, 2014

Saint Paul Public School Indian Education Title VII Parent Committee Resolution to the Saint Paul Public Schools Board of Education For the 2013-2014 School Year

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2. Culturally-based, culturally-relevant, and inclusive curriculum for all students (of all races) in Saint Paul Public Schools

3. Provide better training and support to all Saint Paul Public Schools staff to serve American Indian students using Native authored culturally responsive models and best practices.

4. Implement solutions to improve American Indian student attendance
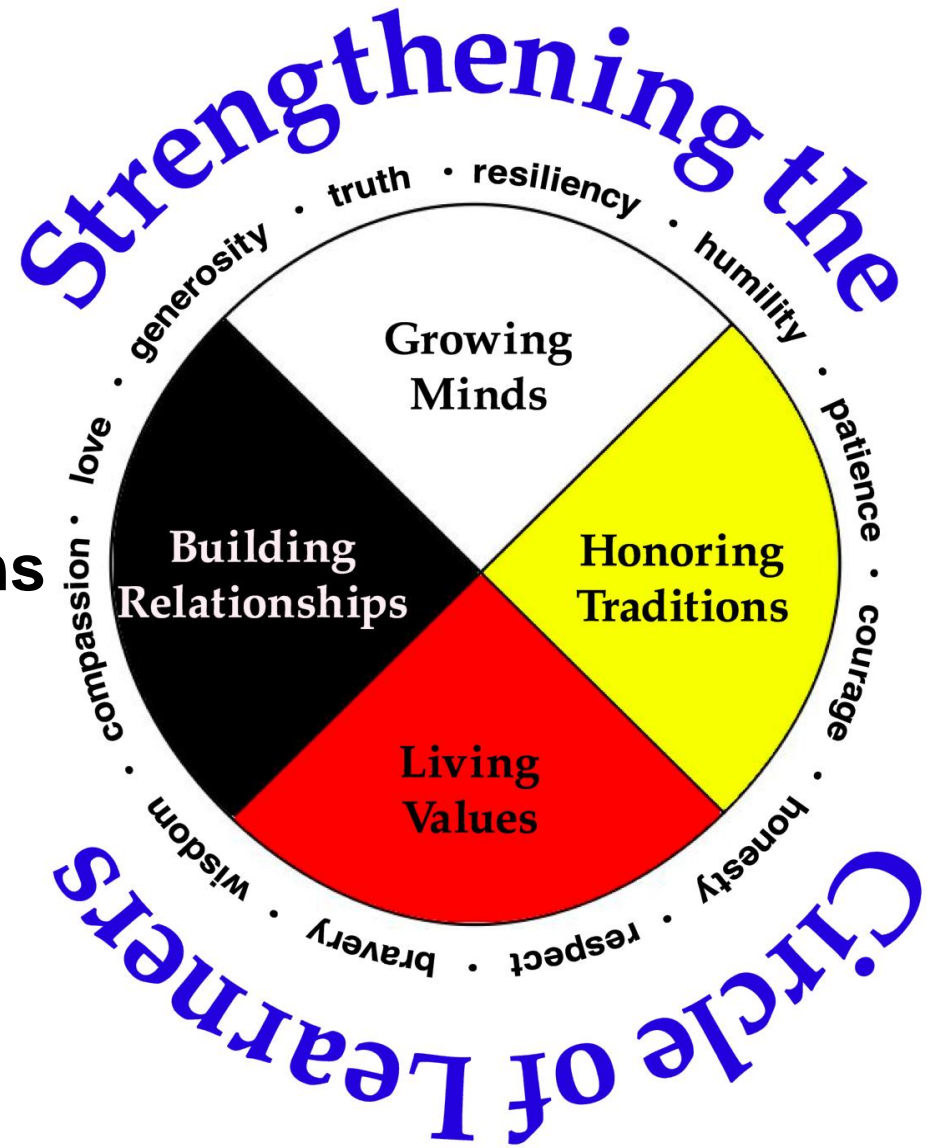
5. Provide more culturally-based, district-wide out-of-school time activities

6. Address behavior concerns

7. Address structural and resource challenges within in the American Indian Studies (AIS) program

8. Maintain and further improve communication between the district and Parent Committee

9. Continue to improve the consistency of racial identification of American Indian students

10. Develop and implement culturally responsive evaluation plans to assess the impact and effectiveness of Indian Education and American Indian Studies programming

AIM AVID Student Presentation Video

https://www.dropbox.com/sh/r5yti2a56ghj6qe/uAzhmjK9TJ/AIM%20AVID%20students%20presenta_YouTube_480p.mp4

Talent Development and Accelerated Services Update

Presented to the Committee of the Board

April 8, 2014

Matthew Mohs
Chief Academic Officer

Darlene Fry, Director
Office of College and Career Readiness

Saint Paul
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Department of Research,
Evaluation & Assessment
rea.spps.org

Objectives of the Presentation

- Review the progress of Talent Development & Accelerated Services (TDAS) in meeting the needs of students and families

- Review the 2013 administration of the Cognitive Abilities Test (CogAT7) and results

- Program insights from 2013-14 and identify key issues moving forward

Grounding the Work in Racial Equity

- Expressed Beliefs - All children have talents needing to be nurtured and developed and "giftedness" is not disproportionately bestowed upon White students

- Data still show significantly racially disproportionate results across areas of service: Identification, Enrollment and Access to Services, and Performance in Advanced Courses

- Moving forward, the challenge is to address the system we have designed that produces these disparate results

TDAS Major Activities - 2013-2014

- Refinement and support of Specialist position for the Capitol Hill to Highland Park Senior Articulation.

- Refined student learner and Gifted and Talented identification assessment (CogAT7)

- Revised Portfolio review process (standards and performance based)

CogAT7 Administration 2013

- Administration timeline review during opening week w/site staff. Changes made based on their input.

- New site staff paired with experienced staff to discuss various administration best practices (SpEd & ELL options)

- **Kindergarten students took screener, 45 item test, no student profile produced**

- REA developed the suggested administration window to avoid overlapping grade testing processes

- Testing practice materials were translated into Hmong, Karen, and Somali by SPPS Translations Dept. (Spanish was available through Riverside)

Cognitive Assessment Test (version 7)

TDAS proposed using the latest Cognitive Skills and Abilities Test, Seventh Edition (CogAT7) which was approved by the School Board on September 18, 2012.

Benefits

- Ability profile provided gives teachers and parents recommended strategies to improve student performance

- Acknowledges multiple ways of learning and knowing of students

- Use of local norms comparing SPPS students to each other rather than a national sample

- Students identified in EVERY school for acceleration services

CogAT7 offers multiple ways of knowing to be recognized

- The CogAT7 consists of three batteries (Verbal, Quantitative and Non-Verbal) picture smart, math smart and spatial reasoning/smart.

- Assessment creator utilized experts from various areas in education to create an assessment that is as culturally fair as possible

Talent Development and Accelerated Services Logic Model

Saint Paul Public Schools Gifted and Talented Identification Process Using the CogAT7
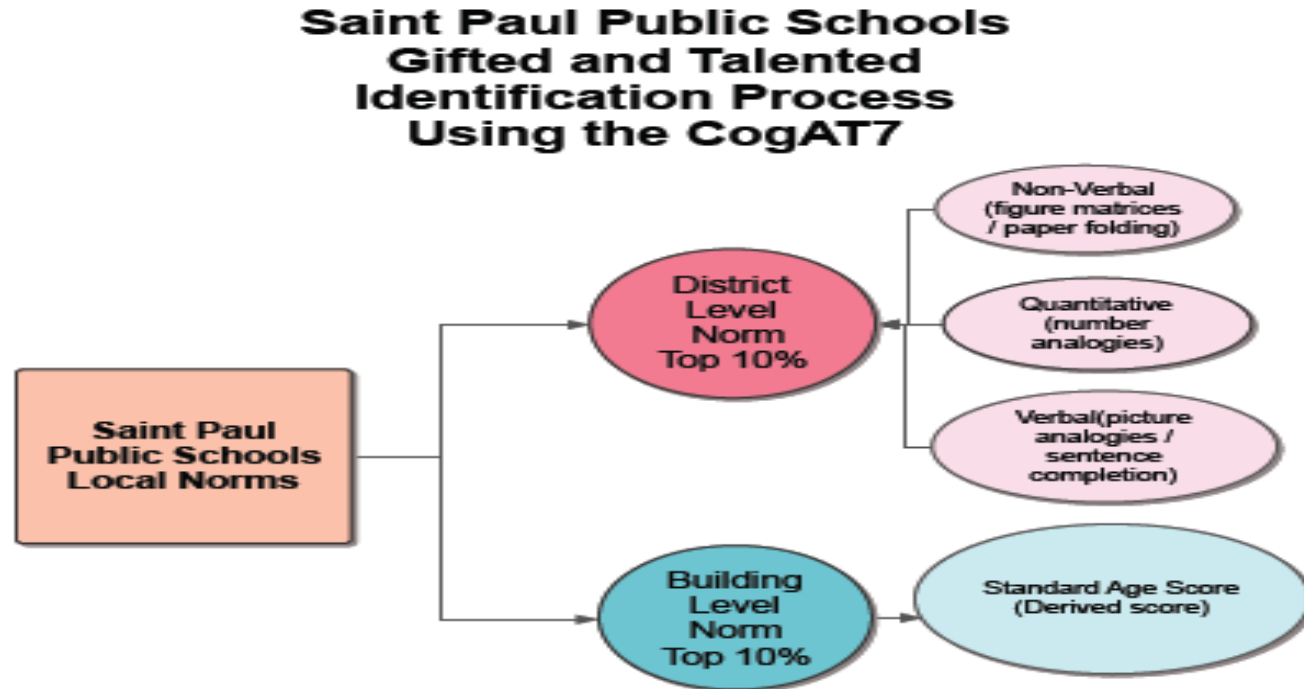
District norms will be created by using all three batteries of the CogAT7 to assess students individual strengths. All of the districts students raw scores in each category will be rank ordered. The top 10% from each category will be identified as gifted. This approach allows for both the asynchronies of many gifted learners and possible variables in learning styles that may be related to culture and ethnicity.

Building norms will be created for each building. The building norms allow for each individual school to recognize the top 10% of their student population. Building norms will be developed by rank ordering the CogAT7's Standard Age Score (derived score) and identifying the top 10%.

Pathways to Identification for Accelerated Services

District Norms

- Top 10% in each battery district-wide

- verbal, non-verbal, quantitative

Building/Community Norms

- Top 10% identified for each school

Portfolio Review Process

*Note: Use of Kindergarten screener required the use of the overall score rather than the discrete batteries

CogAT7 Kindergarten Data 2013

		KINDERGARTEN			
		Not Identified	Identified	Total Tested	Percent Identified
OVERALL		**2832**	**499**	**3331**	**15.0%**
Gender					
	Male	1470	220	1690	13.0%
	Female	1362	279	1641	17.0%
Ethnicity					
	American Indian	54	9	63	14.3%
	Asian American	771	132	903	14.6%
	Hispanic	464	48	512	9.4%
	African American	957	78	1035	7.5%
	Caucasian	586	232	818	28.4%
Home Language					
	English	1639	352	1991	17.7%
	Hmong	467	56	523	10.7%
	Spanish	303	34	337	10.1%
	Other	423	57	480	11.9%
ELL					
	Yes	1190	146	1336	17.7%
	No	1642	353	1995	10.9%
Special Ed					
	Yes	282	24	306	7.8%
	No	2550	475	3025	15.7%
Lunch Status					
	Not Eligible	679	283	962	29.4%
	Free or Reduced	2153	216	2369	9.1%

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CogAT7 Grade 2 Data 2013

		GRADE 2			
		Not Identified	**Identified**	**Total Tested**	**Percent Identified**
OVERALL		**1842**	**509**	**2351**	**21.7%**
Gender					
	Male	954	252	1206	20.9%
	Female	888	257	1145	22.5%
Ethnicity					
	American Indian	49	14	63	22.2%
	Asian American	492	148	640	23.1%
	Hispanic	287	67	354	18.9%
	African American	776	89	865	10.3%
	Caucasian	238	191	429	44.5%
Home Language					
	English	1037	298	1335	22.4%
	Hmong	327	93	420	22.1%
	Spanish	194	43	237	18.1%
	Other	284	75	359	20.9%
ELL					
	Yes	759	187	946	19.8%
	No	1083	322	1405	23.0%
Special Ed					
	Yes	231	25	256	9.8%
	No	1611	484	2095	23.1%
Lunch Status					
	Not Eligible	261	196	457	42.9%
	Free or Reduced	1581	313	1894	16.5%

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Multi-Year Results

	KINDERGARTEN		
	2011-12(NNAT)	2012-13(CogAT7)	2013-14(CogAT7)
OVERALL	19.9%	18.2%	15.0%
American Indian	11.9%	14.9%	14.3%
Asian American	19.0%	12.9%	14.6%
Hispanic	18.9%	10.2%	9.4%
African American	7.3%	6.8%	7.5%
Caucasian	36.0%	43.5%	28.4%
Students of Color/AI	13.9%	9.8%	10.6%
	GRADE 2		
	2011-12	2012-13	2013-14
OVERALL	3.0%	16.6%	21.7%
American Indian	8.9%	21.2%	22.2%
Asian American	3.8%	11.8%	23.1%
Hispanic	2.5%	18.3%	18.9%
African American	0.9%	10.2%	10.3%
Caucasian	5.3%	33.9%	44.5%
Students of Color/AI	2.5%	12.6%	16.6%

Relative Rate of Change - Kindergarten

		KINDERGARTEN				
		2012-13		2013-14		
		Identified	**Percent Identified**	**Identified**	**Percent Identified**	**Relative Rate of Change (RROC)**
OVERALL		**608**	**18.20%**	**499**	**14.98%**	**-17.68%**
Gender						
	Male	291	17.40%	220	13.00%	**-25.31%**
	Female	317	18.99%	279	17.00%	**-10.50%**
Ethnicity						
	American Indian	10	14.93%	9	14.29%	**-4.29%**
	Asian American	115	12.86%	132	14.62%	**13.64%**
	Hispanic	49	10.23%	48	9.38%	**-8.35%**
	African American	73	6.81%	78	7.54%	**10.67%**
	Caucasian	361	43.55%	232	28.36%	**-34.87%**
	Students of Color/AI	247	9.83%	267	10.62%	**8.04%**
Home Language						
	English	492	24.22%	352	17.68%	**-27.02%**
	Hmong	44	8.21%	56	10.71%	**30.44%**
	Spanish	21	6.31%	34	10.09%	**59.98%**
	Other	51	11.59%	57	11.88%	**2.45%**
ELL						
	Yes	78	6.62%	146	17.69%	**167.16%**
	No	530	24.50%	353	10.93%	**-55.39%**
Special Ed						
	Yes	33	10.89%	24	7.84%	**-28.01%**
	No	575	18.93%	475	15.70%	**-17.05%**

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Relative Rate of Change – 2nd Grade

		GRADE 2				
		2012-13		**2013-14**		
		Identified	**Percent Identified**	**Identified**	**Percent Identified**	**Relative Rate of Change (RROC)**
OVERALL		**398**	**16.6%**	**509**	**21.7%**	**30.23%**
Gender						
	Male	205	17.2%	252	20.9%	**21.29%**
	Female	193	16.0%	257	22.5%	**40.26%**
Ethnicity						
	American Indian	11	21.2%	14	22.2%	**5.05%**
	Asian American	85	11.8%	148	23.1%	**96.15%**
	Hispanic	69	18.3%	67	18.9%	**3.68%**
	African American	81	10.2%	89	10.3%	**1.09%**
	Caucasian	152	33.9%	191	44.5%	**31.52%**
	Students of Color/AI	246	12.64%	318	16.6%	**30.93%**
Home Language						
	English	238	18.8%	298	22.4%	**18.63%**
	Hmong	52	10.2%	93	22.1%	**117.60%**
	Spanish	53	18.5%	43	18.1%	**-2.09%**
	Other	55	16.5%	75	20.9%	**26.87%**
ELL						
	Yes	145	13.4%	187	19.8%	**47.78%**
	No	253	19.3%	322	23.0%	**18.84%**
Special Ed						
	Yes	25	8.7%	25	9.8%	**12.89%**
	No	373	17.7%	484	23.1%	**30.50%**
Lunch Status						
	Not Eligible	163	34.8%	196	42.9%	**23.40%**
	Free or Reduced	235	12.2%	313	16.5%	**35.51%**

Office of Accountability
Department of Research, Evaluation and Assessment
rea.spps.org

G/T Identification By Portfolio 2013

- 183 students had a portfolio review.

- 64 students were identified.

- 7 of the identified students were non-public.

Office of Accountability
Department of Research, Evaluation and Assessment
rea.spps.org

TDAS: Future Steps

- Seek stakeholder engagement in the further development of systems and practices of Talent Development and Accelerated Services.

- Support the alignment of accelerated services district-wide to provide foundational offerings with fidelity for all students.

- Engage communities in the development of culturally relevant practices to enhance students academic success.

- Continue to use multiple-measurements to illustrate and enhance student talents and gifts through the talent development model.

- Expand the technology scholars and student mentoring pilot programs to assist more students of color in their successful completion of advanced courses.

- Deepen Elementary and Middle schools opportunity pathways to increase student preparation for rigorous courses.

TDAS: Areas for Future Consideration

- Finding a better balance between access to services across the system versus access at particular schools

- Role of testing for identification:

  - Time spent on testing students, especially in Kindergarten, for identification purposes

  - If kindergarten testing remains, the screener does not have much utility beyond identification for Capitol Hill eligibility

  - Building a culture where CogAT results are used for more than eligibility for specialized services or enrollment

  - Review the multi-year impact of CogAT on identification trends and make recommendations in SY 14-15 regarding future implementation

- Continually monitor identification and implementation data through a racial equity lens and challenge systemic structures perpetuating inequities

Emergent Bilinguals in SPPS

Dr. Efe Agbamu, Office of Multilingual Learners (MLL)

April 8, 2014

Agenda

- Overview of Office of MLL

- Research on effective instruction for Emergent Bilinguals

- Background and District Data

  – SPPS Demographics by Language and Level

  – Title III

  – WIDA: W-APT, ACCESS, WIDA Standards, Common Core Standards

  – Academic Rigor: Coursework and Credits

- Schedule

Review of Documents

- EL Service Model
  - Identification/Exit Criteria
  - EL Graduation Requirement
- Highly Qualified Checklist
- Definition of Highly Qualified
- WIDA Performance Definition
- Determining Grade Retention of EL Students

Overview of Office of MLL

- Responsible for all of the Immersion Programs
  - Spanish immersion – Adams, Riverview, Wellstone, Highland MS, Highland Sr
  - French – L'Etoile Du Nord, Ramsey, Central Sr
  - Hmong – Jackson, Phalen Lake
  - Hmong Language and Culture – Battle Creek MS, Harding, Washington MS & Sr
  - Mandarin – Jie Ming

Current Work Around Immersion

- Translation of 6th grade social studies books (Northern Lights) from English to French and Spanish

- Translation of core content materials from English to Mandarin

- Creating, writing, and translating all of the core subject materials in Hmong

Indigenous and World Languages

- Responsible for all Indigenous & World Language Programs in all of SPPS

70

Emergent Bilinguals
(English Language Learners)

- "English language learners are in fact emergent bilinguals. That is, through school and through acquiring English, these children become bilingual, able to continue to function in their home language as well as in English, their new language and that of school."

(Ofelia Garcia et al.)

From English Language Learners to Emergent Bilingual Students

The Need to Shift Paradigms

- From learning English to becoming bilingual

- From a deficit perspective to a strength asset-based perspective

- From English only instruction to linguistic interdependence and plurilingualism

72

Impact of High-Stakes Testing in English for Emergent Bilingual Students:

- More remedial instruction

- Greater probability of assignment to lower curriculum tracks

- Higher drop-out rates

- Poorer graduation rates

- Disproportional referrals to special education classes

Impact of High-Stakes Testing in English for Emergent Bilingual Students
(Continued)

- Placed in courses that don't provide challenging content

- Delayed enrollment in high-level courses required to graduate or to score high in college admission tests until full English proficiency has been acquired

74

Effective Instruction for Emergent Bilingual Students

- Integrates rigorous content and academic language

- Addresses social and linguistic isolation of EBs

- Offers EBs access to language-rich environments, meaningful contexts, and grade level curriculum

- Provides opportunities for EBs to interact with English-speaking peers who can serve as language models

75

Effective Instruction for Emergent Bilingual Students
(Continued)

- Provides scaffolding that is adjusted as students gain competence with content and language

- Pays attention to academic language and literacy in the context of subject-matter learning

Emergent Bilingual Identification/Exit Criteria

Identification
1. Home language other than English AND

2. Score less than 6 on W-APT

Exit
- Score at level 5 or above on ACCESS Composite AND 4 or above on all 4 domains – reading, writing, listening, and speaking

- Passed the GRAD writing and reading tests

Transitional Year 1 & 2 (T1, T2)
- Exited EL, but needs to be monitored by SPPS for up to two years

13

Emergent Bilingual Graduation Requirements

1. Meet all credit requirements
2. Pass all three GRADs – writing, reading, and math

<div align="center">

or

take the ACT, SAT, or Accuplacer

</div>

EL Level Designation (WIDA Consortium)
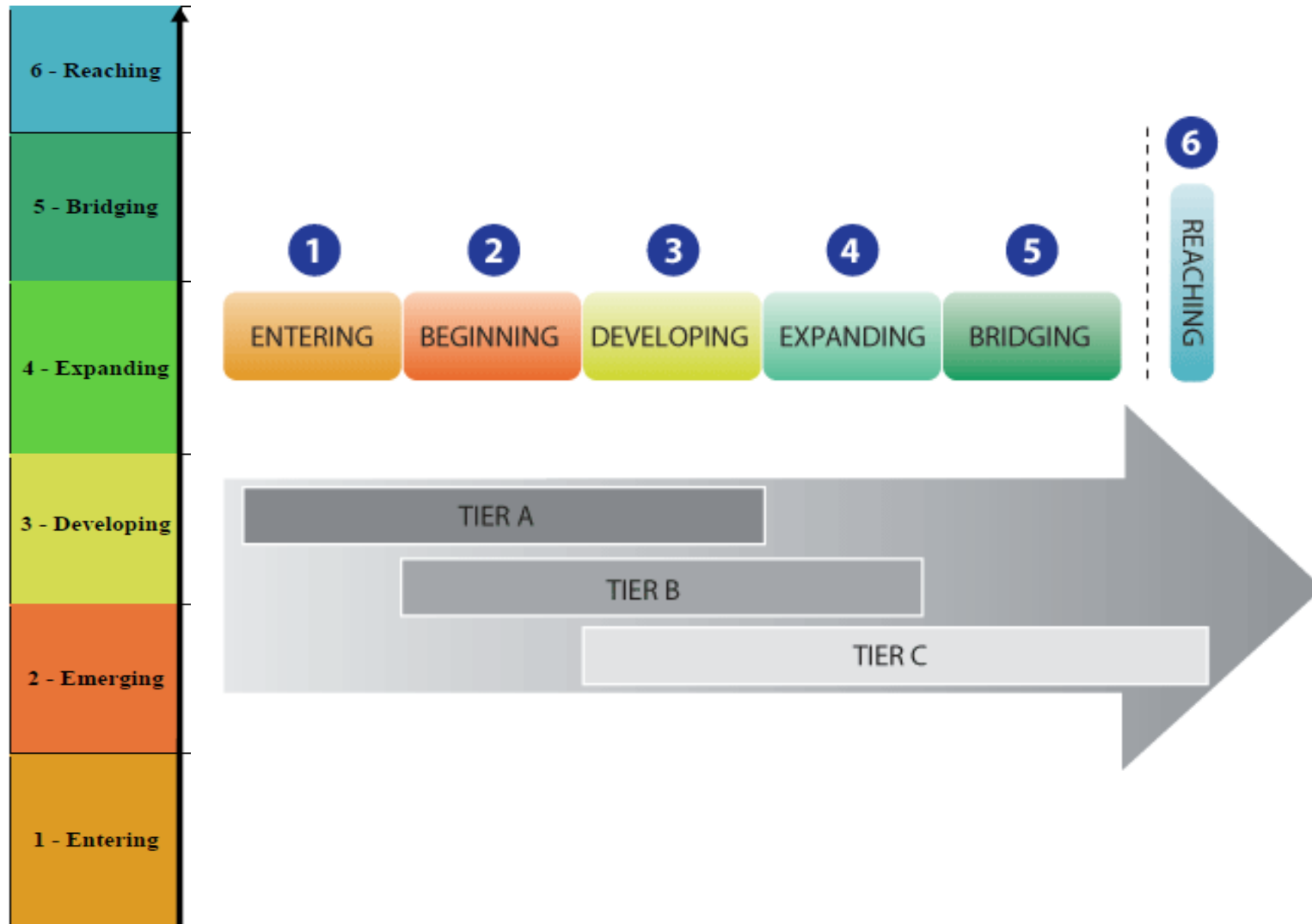
- Following MDE's proficiency definition, students exit when they score level 5 or above on composite AND level 4 or above on all four domains.

WIDA EL Level Definition

|	
6 - Reaching	• specialized or technical language reflective of the content area at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to proficient English peers
5 - Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 - Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 - Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 - Emerging	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 - Entering	• pictorial or graphic representation of the language of the content areas • words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statement with sensory, graphic or interactive support

80

23APR13

16

EMERGENT BILINGUALS DEMOGRAPHICS

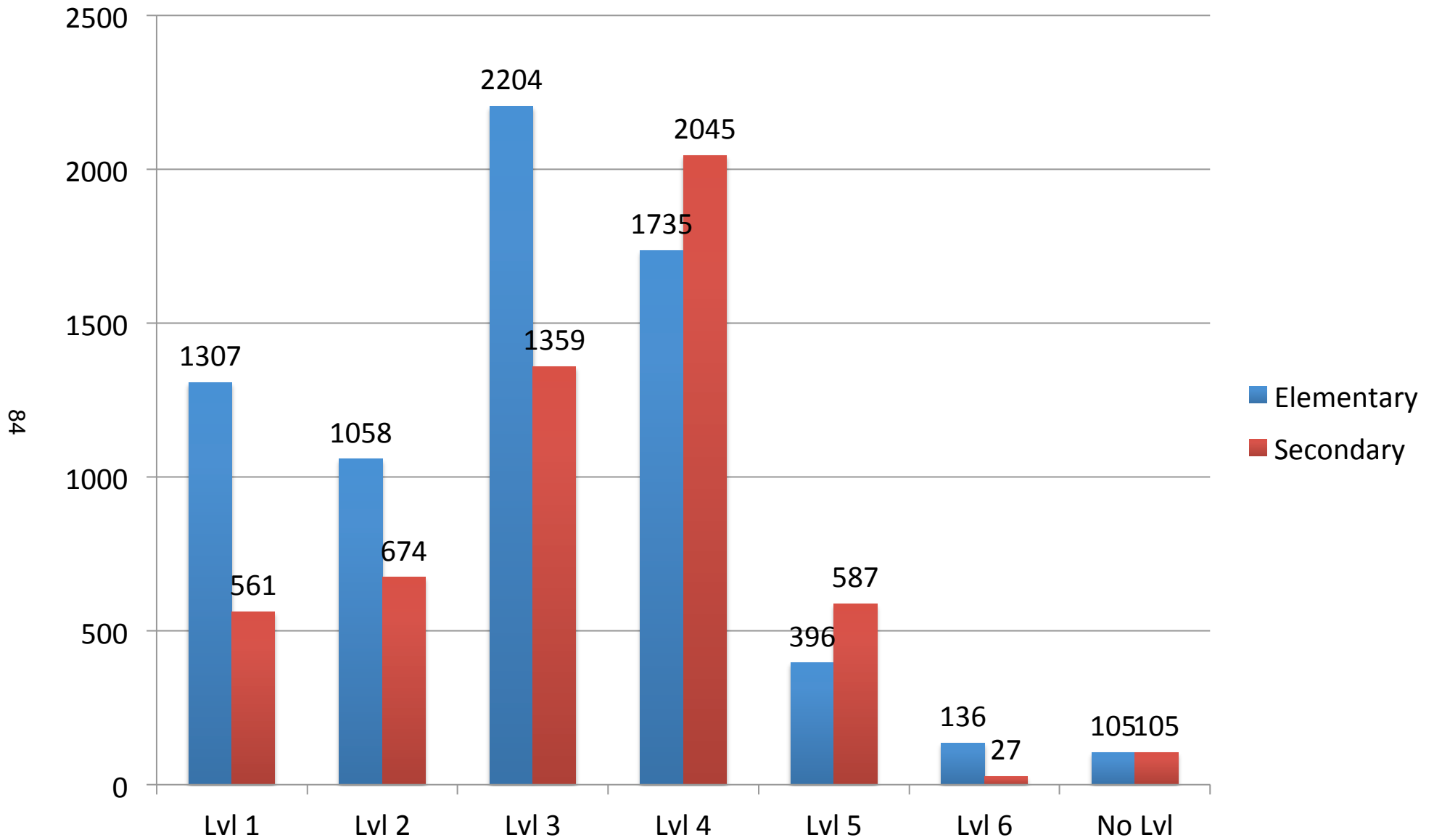SPPS EL and Home Language Composition, October 2013
(SPPS has 127 Different Languages)
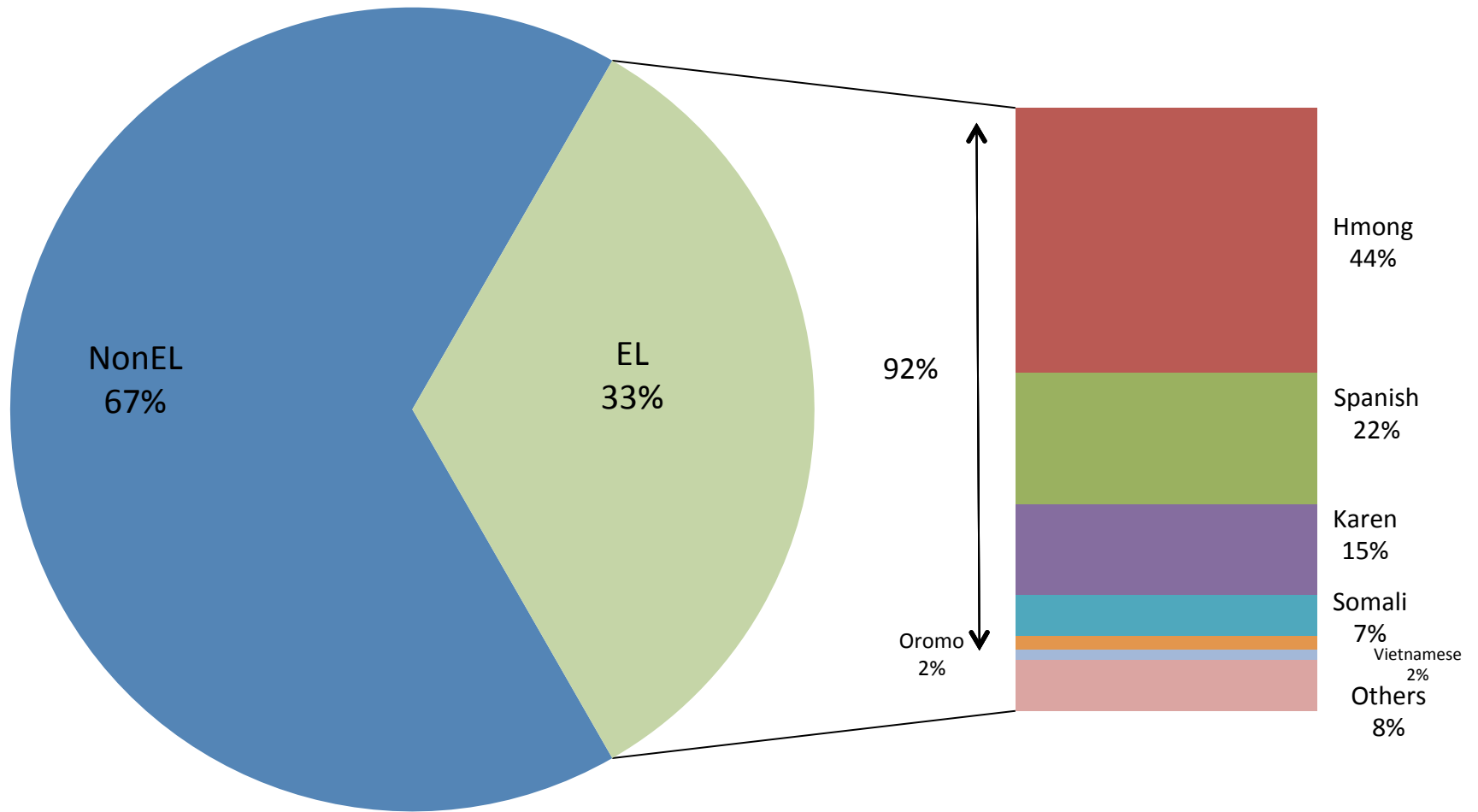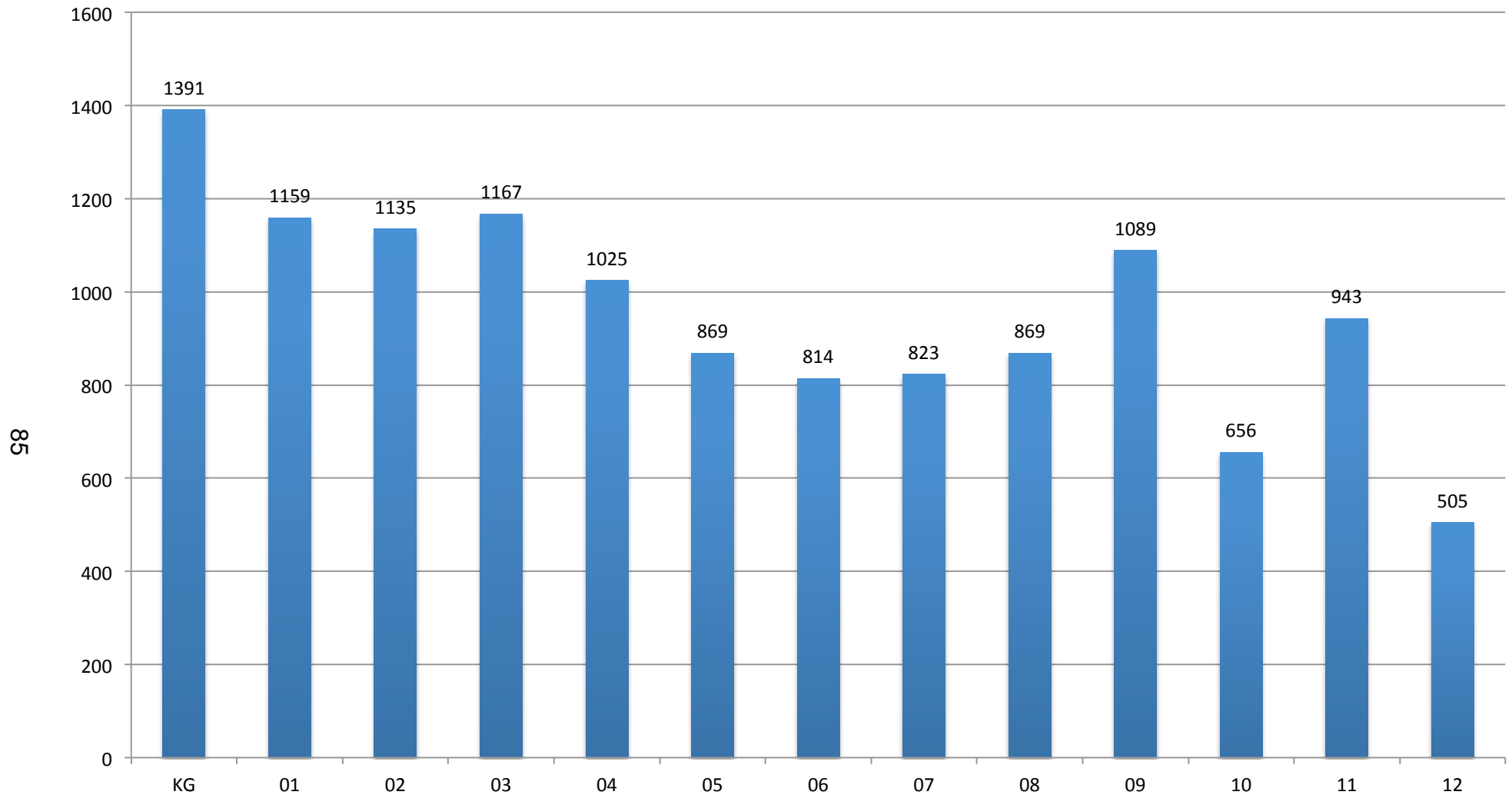
- The top 6 home languages make up 92% of EL population.

EL Population Trend October 2009-13
(As a Percentage of SPPS Population)

	2009-10	2010-11	2011-12	2012-13	2013-14
EL %	36%	36%	36%	30%	33%
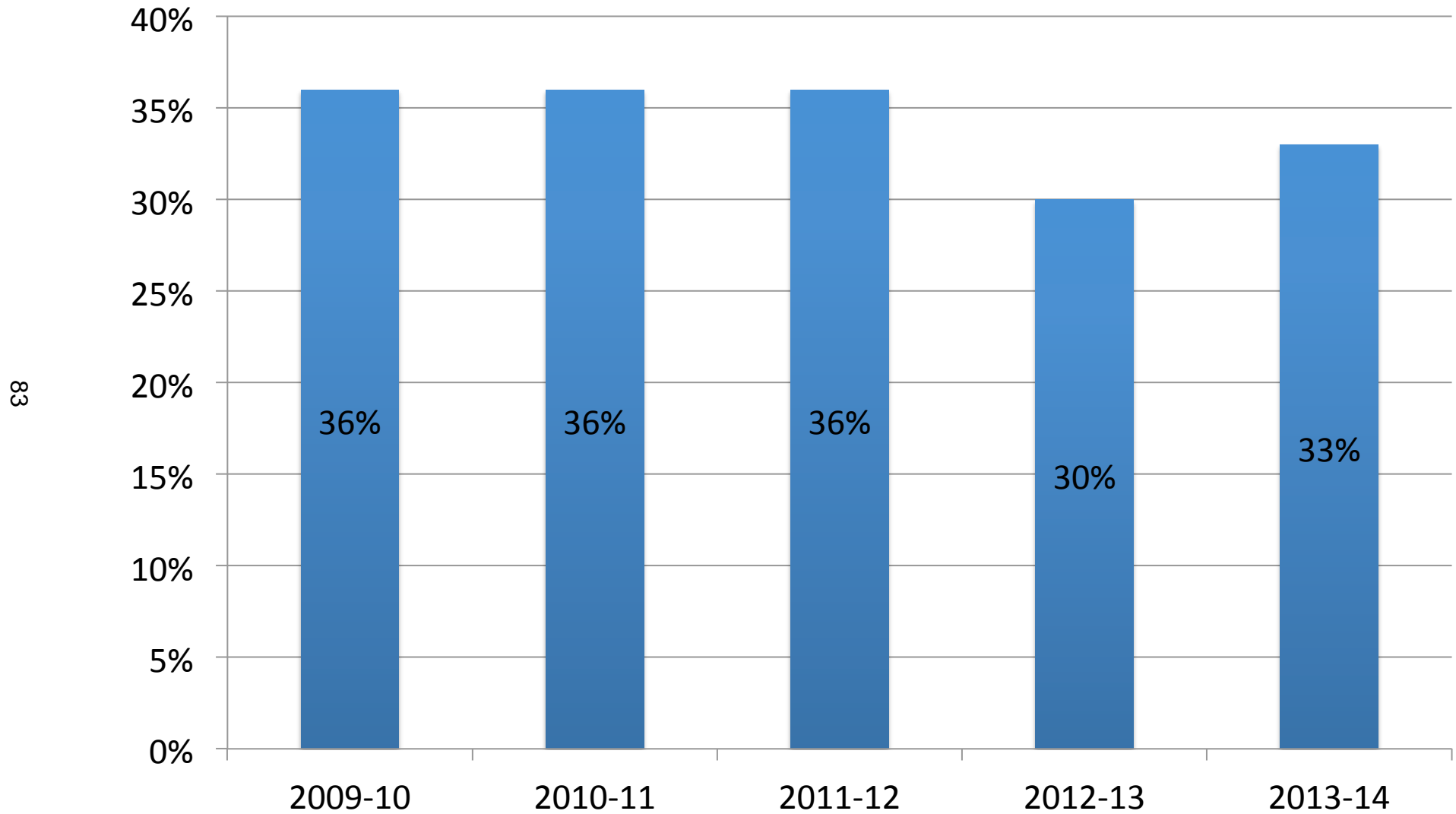
SPPS EL Level Distribution October 2013

**Total Number of Emergent Bilinguals: Grades K-12
October, 2013 Enrollment**

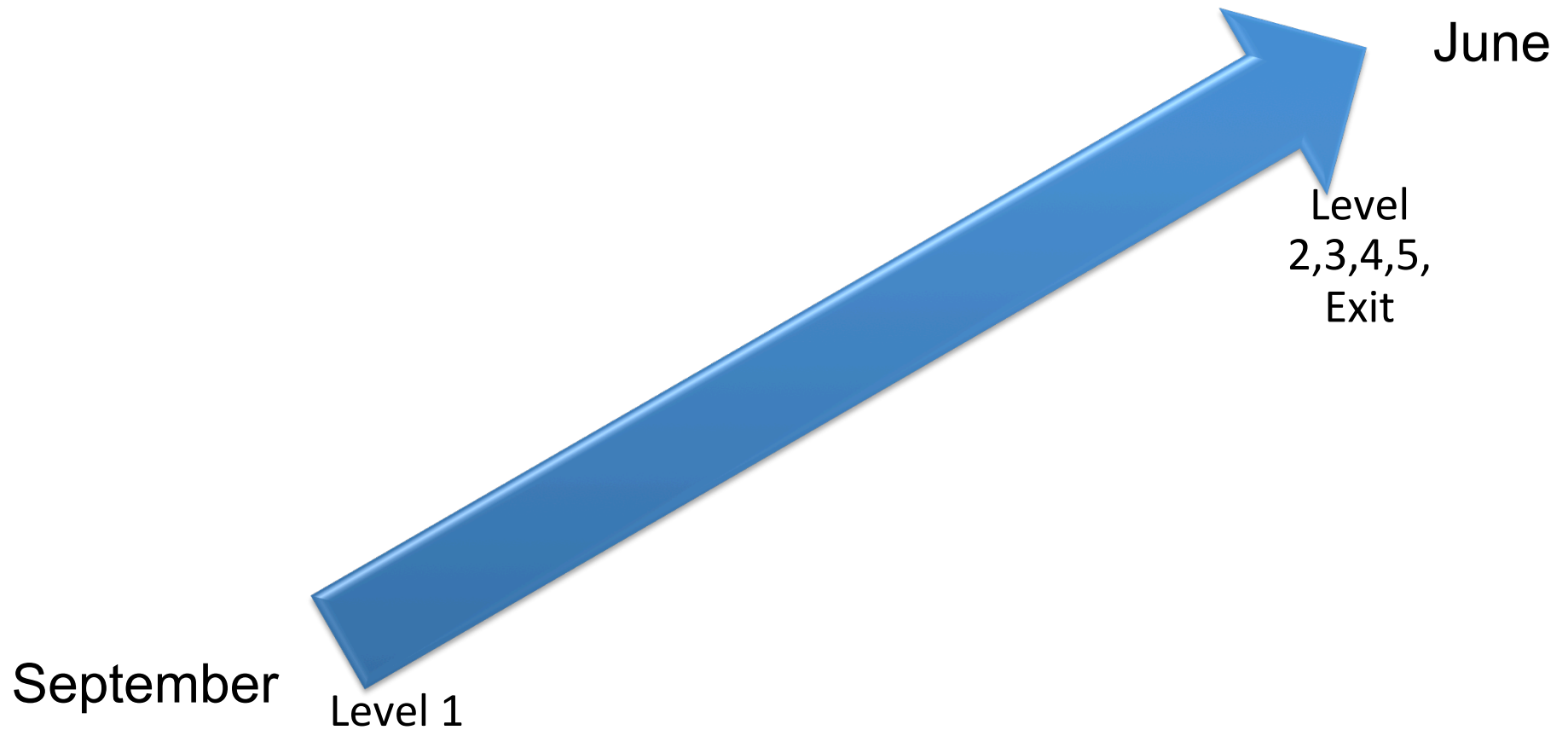| Grade	Number
KG	1391
01	1159
02	1135
03	1167
04	1025
05	869
06	814
07	823
08	869
09	1089
10	656
11	943
12	505

- The secondary emergent bilingual number peaks in 9th grade; 12th grade has the lowest number of emergent bilinguals.

85

21

Current EL Level Progression Mindset (Co-hort Based)

Level 5

Level 4

Level 3

Level 2

Level 1
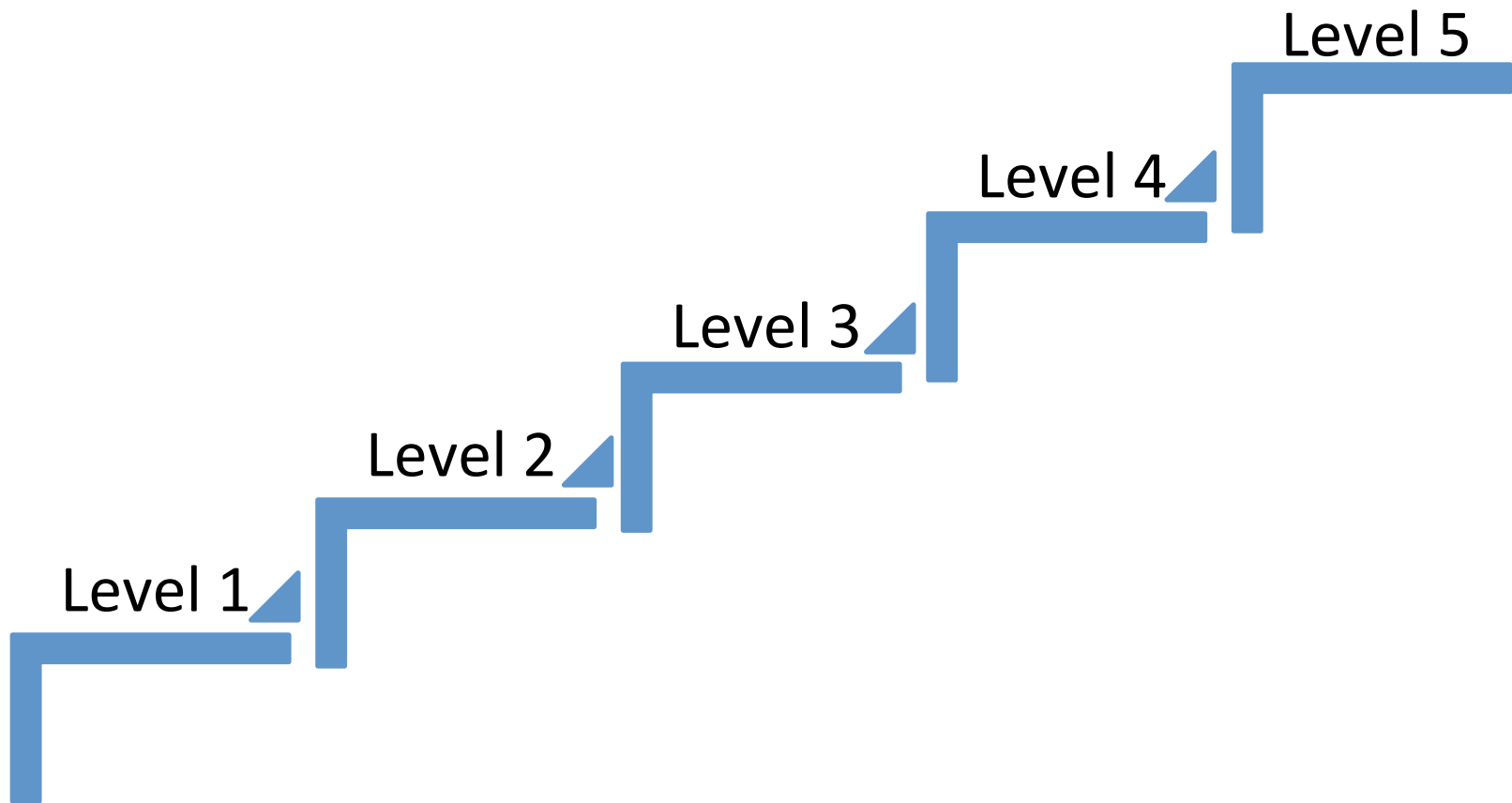
Individualized Growth Mindset

June

Level 2,3,4,5, Exit

September

Level 1

Title III:

English Language Acquisition, Language Enhancement & Academic Achievement Act

What is Title III?

- A component of NCLB specifically targeted to benefit emergent bilinguals and immigrant youth

- Another source of funding to **supplement** the resources of a district in providing quality education to emergent bilinguals and immigrant students

What is the Purpose of Title III for SPPS EL Students?

- To ensure that emergent bilinguals and immigrant students **fully access** the curriculum as they **attain** English proficiency and **meet the same** academic standards as their English speaking peers in the **core** academic subjects

Requirements of Districts

- Use scientifically based approaches and methodologies in language instruction

- Provide high-quality professional development to ESL/ BE, classroom and content teachers, paraprofessional staff, principals and/or administrators

World-Class Instructional Design & Assessment (WIDA)

- Created to meet NCLB Title III Requirements
- Membership from 4 to 33 states
- WIDA's five English Language Proficiency standards
  - Social & Instructional Language
  - Language of Language Arts
  - Language of Mathematics
  - Language of Science
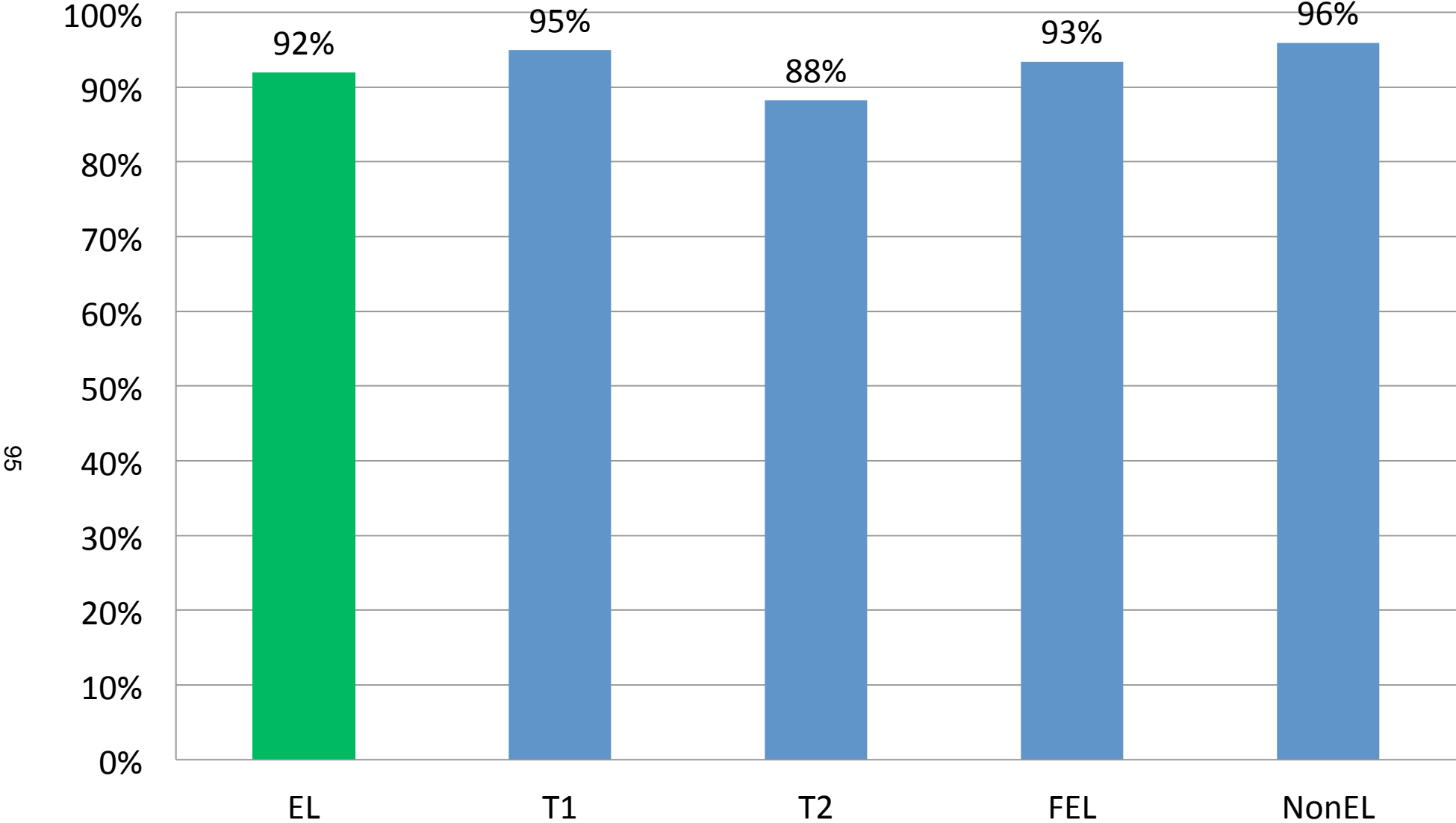 - Language of Social Studies

ACADEMIC RIGOR: COURSEWORK AND CREDITS

Advanced Courses* Enrollment by EL Status Gr9-12, SY 13-14 Q1
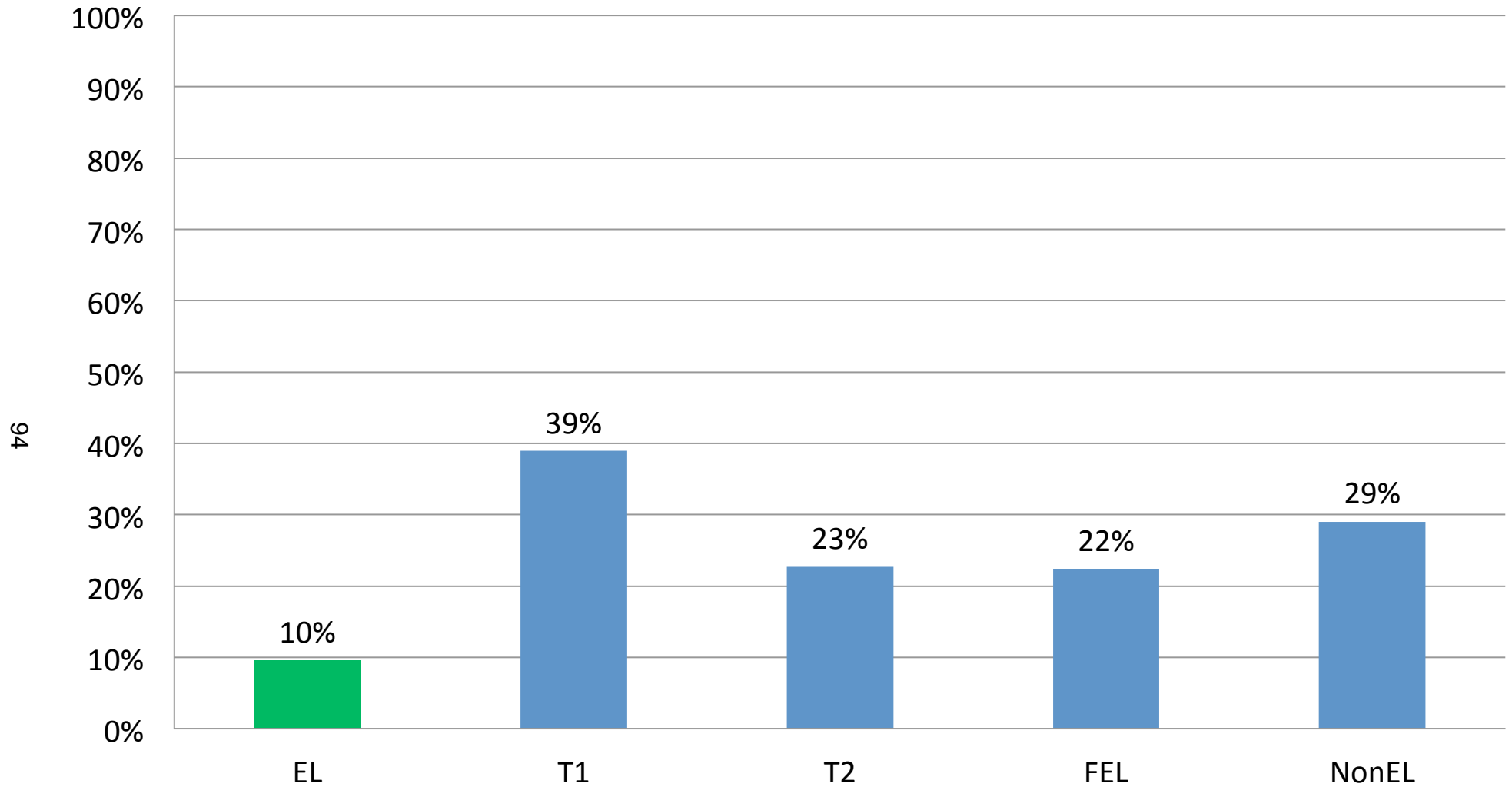
* Advanced Courses are those with course learning level of 3 or higher (i.e. Honors, PSEO, AP, IB, or CIS).

Advanced Course Pass Rate by EL Status Gr 9-12, SY 13-14 Q1

Category	Pass Rate
EL	92%
T1	95%
T2	88%
FEL	93%
NonEL	96%

Emergent Bilinguals are …

less likely than peers to be in core classes,

less likely than peers to be in advanced classes,

YET

as likely to pass if enrolled in them

2014 Board Listening Session Schedule

Thursday, April 10, 2014 | 6:30-8:30 p.m.
West 7th Community Center (room 112)
265 Oneida Street, St. Paul
- Anne
- Chue

Thursday, April 17, 2014 | 7-9 p.m.
North Dale Playground Center1414 St. Albans Street North, St. Paul
- Keith
- Anne
- Jean
- Chue

Thursday, May 8, 2014 | 7-9 p.m.
Conway Community Recreation Center
2090 Conway Street, St. Paul
- Anne
- Mary
- Keith
- Chue

SAINT PAUL PUBLIC SCHOOLS\
BOARD REPRESENTATION AT GRADUATIONS 2014

DATE/SCHOOL	TIME	LOCATION	Note: Single box denotes one person only bringing greetings and awarding diplomas.	
WEDNESDAY, MAY 28, 2014			**GREETINGS & DIPLOMAS**	
ABE/GED	7:00 p.m.	Harding		
FRIDAY, MAY 30, 2014			**GREETINGS & DIPLOMAS**	
Bridgeview	10:00 a.m.	Bridgeview Gym		
MONDAY, JUNE 2, 2014			**GREETINGS**	**DIPLOMAS**
Gordon Parks & AGAPE	5:30 p.m.	O'Shaughnessy @ St. Kate's		
Washington	8:00 p.m.	O'Shaughnessy @ St. Kate's		
TUESDAY, JUNE 3, 2014			**GREETINGS AND/OR DIPLOMAS**	
Humboldt	5:30 p.m.	Roy Wilkins Auditorium		
Creative Arts	3:00 p.m.	O'Shaughnessy @ St. Kate's		
Harding	8:00 p.m.	Roy Wilkins Aauditorium		
Open World Learning	7:00 p.m.	O'Shaughnessy @ St. Kate's		
WEDNESDAY, JUNE 4, 2014			**GREETINGS**	**DIPLOMAS**
Highland	5:30 p.m.	Roy Wilkins Auditorium		
Central	8:00 p.m.	Roy Wilkins Auditorium	Louise Seeba	
THURSDAY, JUNE 5, 2014			**GREETINGS AND/OR DIPLOMAS**	
Johnson	5:30 p.m.	Roy Wilkins Auditorium		
LEAP	6:30 p.m.	Wilson Gym at LEAP		
Como	8:00 p.m.	Roy Wilkins Auditorium		
SATURDAY, AUGUST 23, 2014			**GREETINGS & DIPLOMAS**	
Summer Graduation	3:00 p.m.	O'Shaughnessy @ St. Kate's		

DRAFT SPPS 2014 End of the Year Senior Celebrations

EVENT	DATE/TIME	PLACE	CABINET REP recommended	BOARD OF ED REP recommended
Wallin Scholars Event	Wednesday, May 7 time TBD	Travelers	Any available	Any available
Latino Consent Decree Senior Recognition	Friday, May 9 Time TBA	Hazel Park Preparatory	Christine Osorio	Mary Doran
Multilingual Senior Recognition (Karen, Somali, Hmong)	Friday, May 16	Washington Technology Magnet	Efe Agbamu	Chue Vue
Celebration of Excellence Top 10 Senior Event	Sunday, May 18 2:00-4:00 pm	University of St. Thomas Anderson Student Center	All Cabinet members available	All BOE members available
AVID Graduation	Thursday, May 29	Travelers	Theresa Battle	
Indian Education Senior Recognition	Thursday, May 29 6:00-8:00 pm	Black Bear Crossings	TBD	TBD
African American Senior Recognition	Friday, May 30	DS Event Center	Theresa Battle	Keith Hardy