



Overview of Strong Schools, Strong Communities 2.0 and VisionCards

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Strong Schools, Strong Communities 2.0

- First phase of SSSC ended SY2013-14
- Infrastructure now in place to accelerate student achievement
- SSSC 2.0 was introduced at the State of the District January 2014
- Board approved plan March 2014
- SSSC 2.0 will continue the work through 2019



Strong Schools, Strong Communities 2.0

Goal 1: Achievement for all students

Goal 2: Alignment of school programs

Goal 3: Sustainability to optimize classroom resources and academics







Racial Equity Transformation

- Change practices and systems
- Value and invest in all students
- Examine our personal racial beliefs

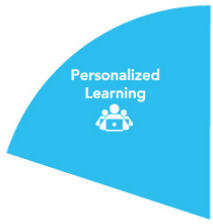




Racial Equity Highlights

- Approximately 4,000 staff have received foundational training
- Delivering ongoing professional development
- Building culturally relevant curriculum
- Ensuring parent involvement and engagement opportunities
- Interrupting practices that perpetuate inequity





Personalized Learning

- Adapts teaching and learning to diverse needs and abilities of students
- Provides multiple ways to access information, express themselves, and demonstrate learning





Personalized Learning Highlights

- Distributed iPads and MacBooks at 72 sites
- Upgraded infrastructure to support 1:1 iPad learning environment
- Providing professional development for teachers, administrators, and other staff
- Enhancing student learning through personalized learning





Ready for College and Career

- Students start planning early (middle grades) for high school and beyond
- Increasing post-secondary credit accrual opportunities
- Expand Career and Technology (CTE) programs
- Consistent grading, scheduling and graduation requirements





College and Career Highlights

- Six consecutive years of increased district four-year graduation rates
- 100% graduation rate for students in AVID all four years
- Building consistency in middle school curriculum
- Delivering *Focus on Freshmen* program
- Expanding CTE offerings
- Promoting youth employment opportunities





Excellent PK-12 School Programs with Connected Pathways

- Expand cultural, language, and specialized programs
- Ensure programs have clear pathways from elementary through high school
- Opportunities to enroll in challenging classes for all students
- Pre-kindergarten opportunities for more children





Programs and Pathways Highlights

- Established secondary pathway for Mandarin immersion at Highland Middle/Senior
- 94% of families received first or second choice for Kindergarten in 2015
- Continuing to evaluate capacity constraints at schools sites and in Areas
- Expanding Pre-K and Early Childhood Special Education offerings
- Establishing district-wide model for comprehensive mental and physical health supports

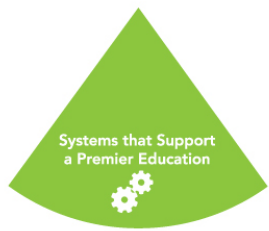




Systems that Support a Premier Education

- Attract and retain students and families
- Build an exceptional workforce
- School buildings are equipped for students' learning needs
- Efficient and effective financial and operational practices
- System to hold ourselves accountable to our strategic goals and our community





Systems Highlights

- Developed Board approved Facilities Master Plan (FMP) process that included engagement from almost 1,000 community members
- Implementing Teacher Development and Evaluation (TD&E) system
- Delivering robust employee on-boarding process
- Completed FY15 audit with no major findings.
- Engaging community in annual budget planning process



VisionCards

A system for
monitoring and
reporting progress



<http://accountability.spps.org/StrongSchools>



VisionCards Defined

- Six cards aligned to *Strong Schools, Strong Communities* focus areas
- Clear, concise, visually simple, and powerful
- Informs policy review, procedure development, resource allocation, and other strategic actions



Role of Board of Education

- Approve Superintendent-recommended Vision levels
- Review monthly VisionCard presentations
- Explore policy and fiscal implications
- Provide strategic guidance in response to results



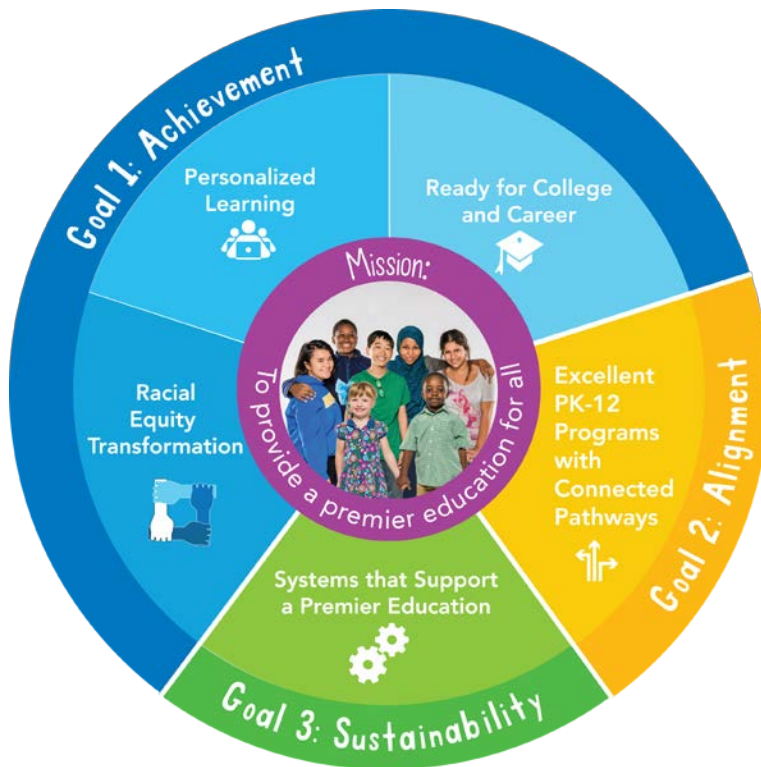
VisionCard Levels

- Level 1 – Critical
- Level 2 – Concern
- Level 3 – Stable
- Level 4 – Progress
- Level 5 – Vision



Vision Card Organization

- Organized by the five focus areas of SSSC 2.0



Six VisionCards

- Racial Equity
- Personalized Learning
- College and Career
- Programs and Pathways
- Systems
- plus*
- Growth and Proficiency

Growth and Proficiency (October)

ACHIEVEMENT - Growth & Proficiency	
Measures / Metrics	Vision Level
MCA Growth: % of students made medium or high growth in Reading and Math	> 75%
ACCESS (total of grades 1-12): % of students making progress towards English proficiency	> 55%
Mondo: % Meeting spring grade level benchmark for oral language (K-2)	> 75%
Mondo: % Meeting spring grade level benchmark for text level (K-2)	> 75%
Mondo: Meeting spring grade level benchmark for letter-sound correspondence (K-1)	> 75%
MCA + MTAS + MOD 3rd Grade: % proficient in Math and Reading	> 75%
MCA + MTAS + MOD 5th Grade: % proficient in Math, Reading, and Science	> 75%
MCA + MTAS + MOD 8th Grade: % proficient in Math, Reading, and Science	> 75%
MCA + MTAS + MOD Math (total grades 3-8, 11): Largest % gap between race/ethnic groups	< 10 percentage pts
MCA + MTAS + MOD Reading (total grades 3-8, 10): Largest % gap between race/ethnic groups	< 10 percentage pts
MCA + MTAS + MOD Science (total grades 5, 8, HS): Largest % gap between race/ethnic groups	< 10 percentage pts



College and Career (March)

ACHIEVEMENT - Ready for College and Career	
Measures / Metrics	Vision Level
Courses	
CTE: Number of students participating in career programs	850
CTE: Number of students participating in internships	1500
Advanced courses: Proportionality ratio (student group % of those in classes / % of student group in district) by race enrolled in advanced courses	All groups > 0.75
Advanced courses: Proportionality ratio (student group % of those passing classes / % of student group in district) by race passing advanced courses	All groups > 0.75
8th Grade Algebra: % of students who passed Algebra by end of 8th grade	> 80%
8th Grade Algebra: Largest % gap in passing rates by race/ethnic groups	< 10 percentage pts
Middle school: % of students with two or more failed core classes	< 15%
Support tools and programs	
Focus on Freshman: % of students with two or more failed core classes	< 15%
Naviance: % of students completed recommended components for grade level (grades 6 - 12)	> 90%
AVID: four-year graduation rate for AVID participants	> 80%
Drop-out prevention: Number of students entering Gateway to College program each year	> 45
Senior Survey: % feeling supported and encouraged by teachers	> 90%
Capstone measures	
ACT: Composite Score of 21 or higher	> 65%
Graduation: four-year cohort graduation rate	> 80%
Graduation: Largest % gap in four-year cohort rate between race/ethnic groups	< 10 percentage pts



Programs and Pathways (April)

ALIGNMENT - Excellent PK-12 Programs with Connected Pathways	
Measures / Metrics	Vision Level
School readiness	
Number of St. Paul daycare providers located in Promise Neighborhood using SPPS early childhood workshop model	Baseline only
Early childhood readiness screening: % screenings by age	Baseline only
ECFE participation: Proportionality ratio by race (% group in ECFE / % of student group in K-12 in district)	All groups > 0.75
School Choice	
On-time Kindergarten applications as % of total projected seats (not including Pre-K students continuing to K)	> 70%
% Students that are awarded first or second choice school (KG and grades 1-12)	> 85%
Continued Enrollment and Engagement	
% students staying enrolled in SPPS across transition grades (PreK to K, 5 th to 6 th grade, 8 th to 9 th grade)	> 85%
% students staying enrolled in community or specialized program pathway across transition grades (5 th to 6 th grade, 8 th to 9 th grade)	Baseline only
Alternative Education: attendance rate of students enrolled in S Term	> 80%
Alternative Education: attendance rate of students enrolled in Extended Day Learning (EDL)	> 80%
% of student involved in out-of-school activities	Baseline only



Personalized Learning (June)

ACHIEVEMENT - Personalized Learning	
Measures	Vision Level
Tools	
% of PreK-12 students who have 1:1 iPad access during school hours	> 97%
% students (K-12) that report using their iPad for educational purposes in at least one subject area at least once a week	> 95%
% students in grades 3 - 12 who report using their iPad for educational purposes outside of the school day at least once a week	> 95%
Number of times per month network capacity exceeds 80% of available bandwidth for one hour or more	baseline only
Capacity Building	
% of school-based instructional staff who have completed the 3 PL Essentials modules	> 90%
% instructional staff (school and district) who have completed the "Establishing Personalized Learning through a 1:1 iPad environment" course	> 90%
% of instructional staff who report they are confident in their skills and abilities to integrate technology into teaching and learning	> 80%
% of teachers who report having integrated each level of SAMR into their teaching	baseline only
Teaching and Learning	
% who report students are able to make decisions about what they learn (students and teachers)	baseline only
% who report students are able to make decisions about how they learn (students and teachers)	baseline only
% who report students are able to pursue interests and learning opportunities that are racially and culturally relevant (students and teachers)	baseline only

Racial Equity (July)

ACHIEVEMENT - Racial Equity Transformation	
Measures / Metrics	Vision Level
Leadership	
TDAS: Highest equity ratio	< 2.0
Special Education Referrals: Highest equity ratio	< 2.0
Absences (Students with 11+): Highest equity ratio	< 2.0
Suspensions: Highest equity ratio	< 2.0
% of Central administrators who have implemented racial equity department-wide	> 90%
Teaching & Learning	
Number of staff completing foundational racial equity PD	No Vision, reporting only
% of MTSS vertical team members who have received racial equity PD	100%
Family and Community	
% of Parent Advisory Committees that present formal recommendations to administration each school year	100%
Recruitment and Retention	
Teacher retention rate - retention for 3 or more years	> 80%
Diversity recruiting: retention rate for teachers and administrators of color or indigenous	baseline only
Number of schools with 10 percentage points or higher than the district average for percent of teachers with less than 4 years of experience teaching in SPPS	baseline only

Systems (August)

SUSTAINABILITY - Systems that Support a Premier Education	
Measures / Metrics	Vision Level
Leadership	
% of Central Administrators with a current completed annual evaluation	> 97%
% of Principals with a current completed annual evaluation	> 97%
% of Assistant Principals with a current completed annual evaluation	> 97%
% of Central Administrators rated at or above standard on last evaluation	> 90%
% of Principals rated at or above standard on last evaluation	> 90%
% of Assistant Principals rated at or above standard on last evaluation	> 90%
% of tenured Principals with a completed evaluation proficient or better in each of the four performance expectations	> 90%
Professional Development	
PAR: % of PAR supported teachers who rate the overall program as Good or Excellent	> 80%
MTSS: % of Priority and Focus schools with highly established leadership teams	Baseline only
PBIS: % of schools fully implementing a PBIS framework	Baseline only
TD&E: % of schools where staff believe TD&E supports their growth as a professional	Baseline only
Operational Excellence	
% students participating in SPPS breakfast program	> 64%
% students participating in SPPS lunch program	> 82%
% of on-time arrival at first bus stop of day	> 98%
% of IT service desk tickets resolved within 48 hours	> 90%
% recycling rate (by weight)	> 60%
% energy use reduced (from baseline year 2013-14)	> 2.5%
% School administrators that received annual emergency preparedness training	> 95%
% of unassigned general fund balance	> 5%
% of vendor payments made within 35 days	> 90%

Questions?





A premier education for all