



SAINT LOUIS PUBLIC SCHOOLS 2012-2013 ACADEMIC UPDATE

Kelvin R. Adams – August 23, 2012



Overview

- Central Office Organizational Changes
 - Cluster Support Team
 - Literacy Model
- School Site Organizational Changes
- Analysis and Review of MAP/EOC Results
 - Associate Superintendents
 - Principals
 - Curriculum Department
- NCLB/DESE School Assignment

Central Office Organizational Changes

PREVIOUS CAO STRUCTURE

- Associate Superintendents
- Title One
- Curriculum Department
- Professional Development
- ESOL
- International Welcome School
- Academic Instructional Coaches
- Career Technical Education
- Early Childhood*
- Full Service Community Schools*
- Athletic Department*
- Alternative Schools*
- Special Education*
- Nurses*
- Counselors*
- Social Workers*

CURRENT CAO STRUCTURE

- Associate Superintendents
- Title One
- Curriculum Department
- Professional Development
- Principal Leadership Development
- ESOL
- International Welcome School
- Academic Instructional Coaches
- Career Technical Education

Cluster Support Team Structure

Academic Support Team	Operations Support Team
Data Liaison (<i>Student Academics - Accountability</i>)	Data Liaison (<i>Student Attendance / Enrollment</i>)
Academic Content Specialists (Communication Arts and Mathematics)- K-12	Human Resources Liaison
Academic Content Specialists (Science and Social Studies)- K-12	Payroll Liaison
Fine Arts Specialist (Music and Art)- K-12	Procurement Liaison
Career Technical Education Liaison	Budget Liaison
Parent and Community Engagement Liaison	Business Systems Technology Liaison
Instructional Technology Specialist	Technology Liaison
Federal/State Quality Compliance Coordinator	Facilities Liaison
Health /Social Service/Guidance Liaisons (shared across the 3 clusters)	Transportation Liaison
SPED Liaison (Elem. MS, HS, assigned)	Food and Nutrition Liaison
ESOL Liaison (shared across the 3 clusters)	Public Relations Liaison
Gifted Liaison (shared across the 3 clusters)	Security Liaison



Cluster Support Team Structure

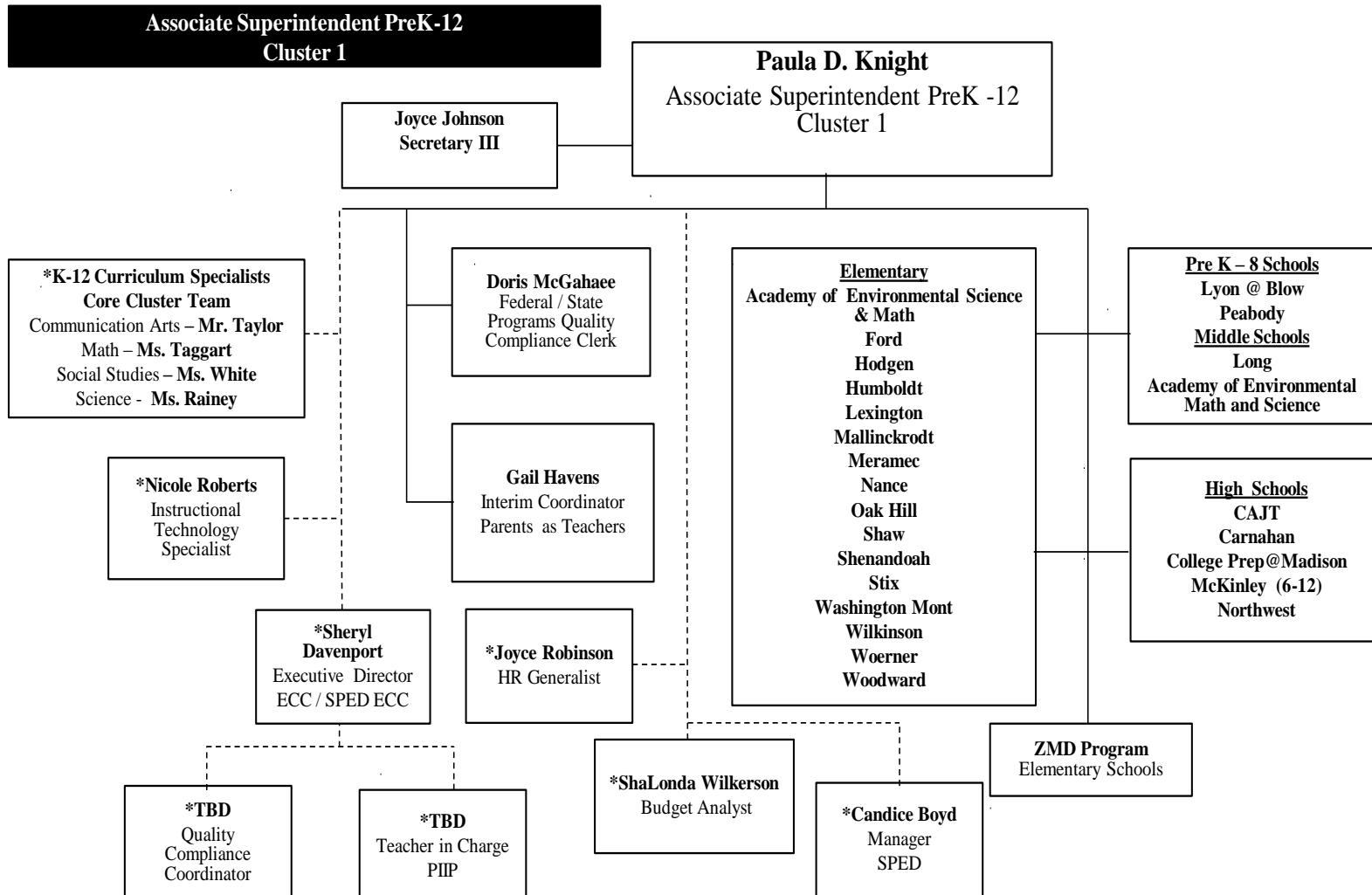
- ❑ Creates a systematic process for supporting and intervening in schools performing at the lowest levels based on MAP and EOC data
- ❑ Uses Title I and non-Title I streams of improvement, integrating federal and GOB funding streams to improve student outcomes
- ❑ Strengthens the capacity of district office “cluster teams” to play the central role in providing support to, intervening in, and monitoring the performance of schools
- ❑ Allows for differentiation in the improvement process, permitting schools to prepare and implement school improvement plans that best meet their school improvement needs
- ❑ Maximizes the District’s limited resources to target the lowest performing schools while providing more latitude and responsibility for schools requiring less intervention
- ❑ Conducts rigorous monitoring and evaluation to inform sustained, targeted support and ensure improvements in student outcomes



Cluster Support Team Structure

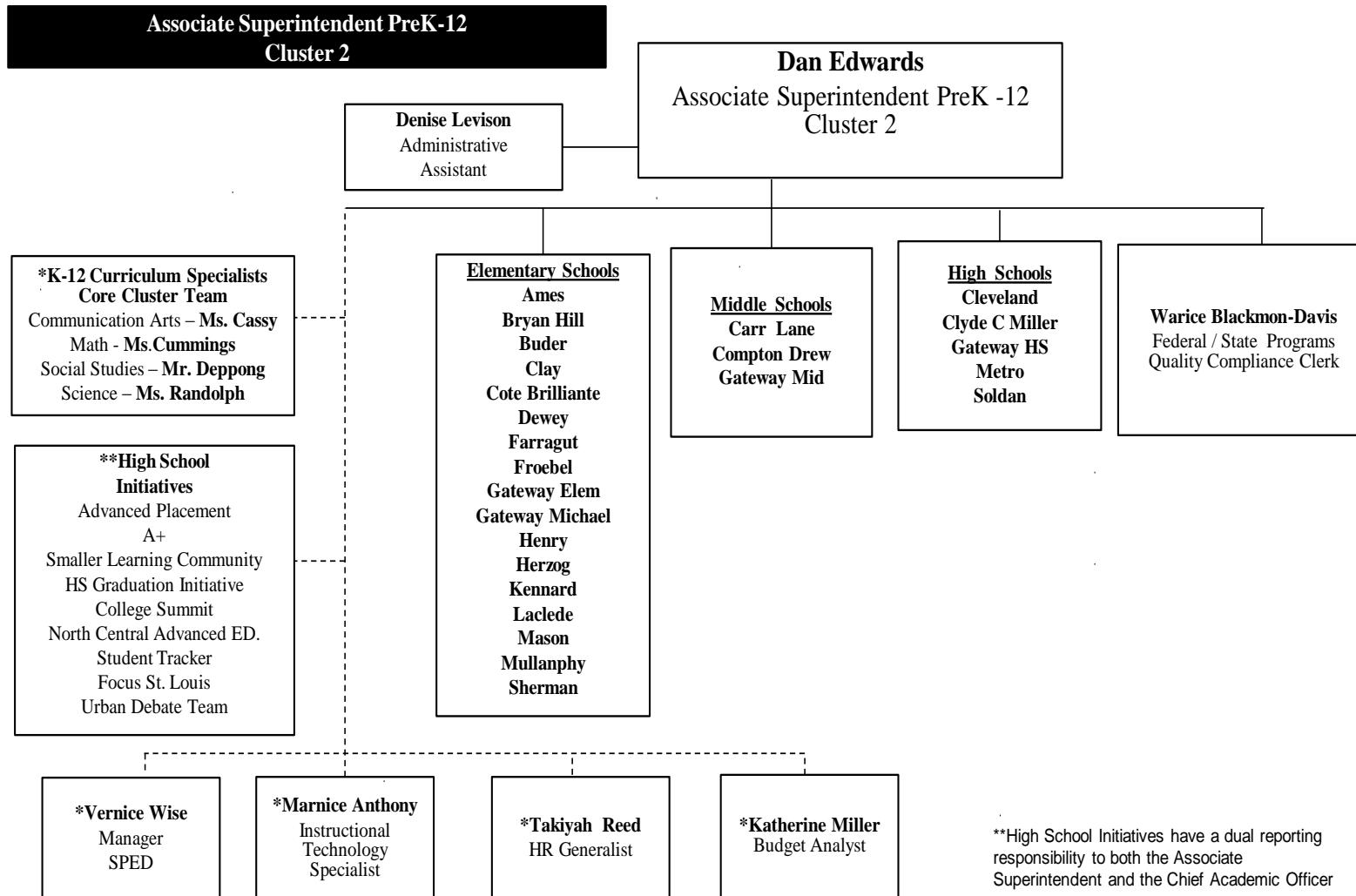
- ❑ Ensures coaching/leadership support from district staff who know the school's data and needs
- ❑ Provides clearly defined outcomes, tools, and uniform processes for the evaluation of schools and school leaders
- ❑ Implements supports driven by school need, not by district mandates
- ❑ Ensures vertical alignment-elementary, middle and high school-will facilitate knowledge transfer, smooth transitions, and the implementation of college and career readiness strategies
- ❑ Creates 3 Cluster Teams in a PreK-12 targeted approach
 - Approximately the same number of schools per cluster

Cluster 1



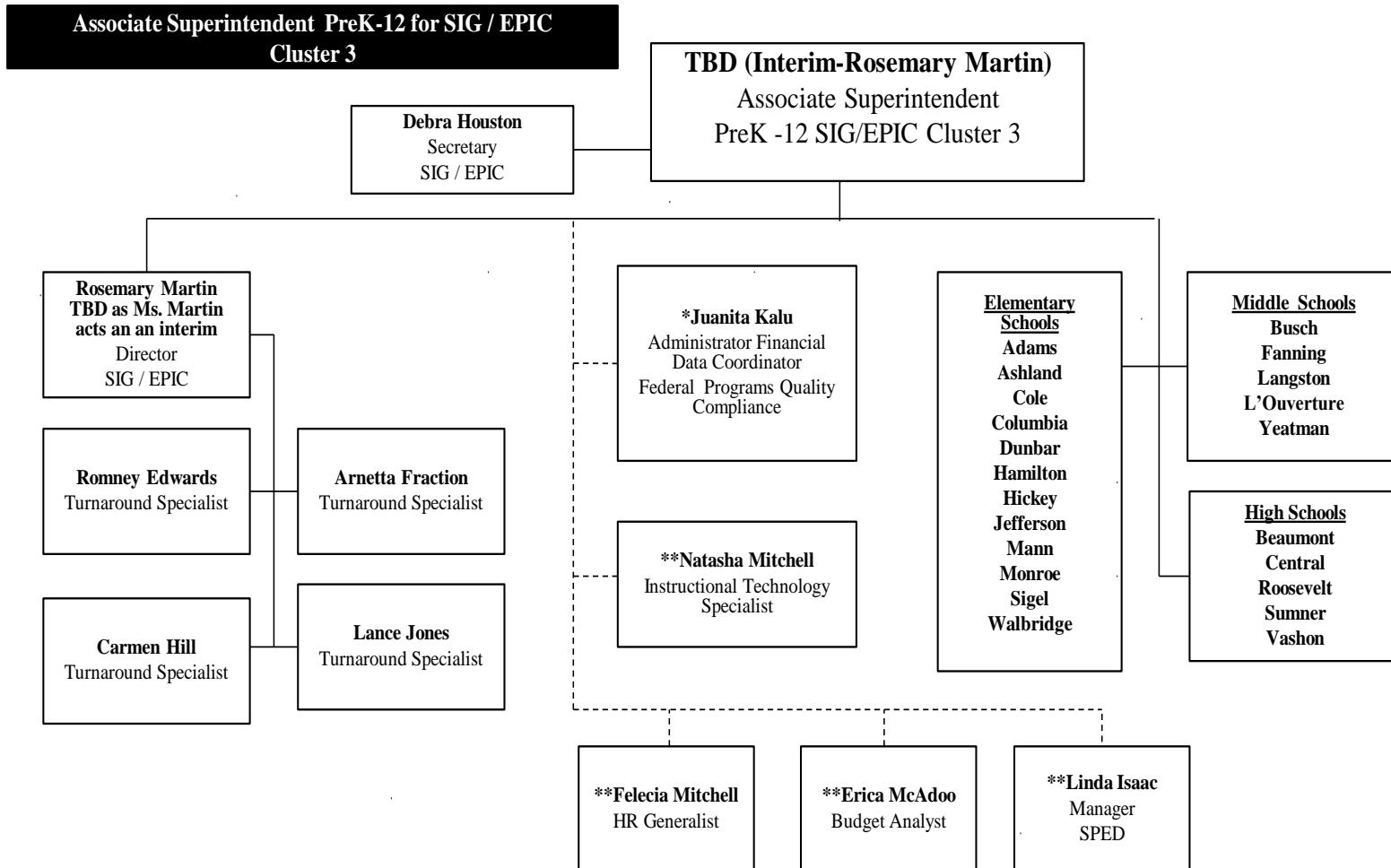
* K 12 Curriculum Specialists, Instructional Technology Specialist , ECC positions, HR Generalist, Budget Analyst & SPED Manager work closely with Cluster 1; however, they report directly to their specific Departments.

Cluster 2



*K 12 Curriculum Specialists, Instructional Technology Specialist , ECC positions, HR Generalist , Budget Analyst & SPED Mgr work closely with Cluster 2; however, they report directly to their specific Departments.

Cluster 3



*The Administrator Financial Data Specialist Federal / State Programs Compliance will serve in a .5 support role with the SIG cohort and a .5 district-wide support role for Federal / State programs; she reports directly to the Executive Director of the Federal Grants Management Office.,

**Instructional Technology Specialist, HR Generalist , Budget Analyst & SPED Manager work closely with Cluster 3, however, they report directly to their specific Departments.

INTERDISCIPLINARY – SLPS LITERACY MODEL

DAILY INSTRUCTIONAL TIME-

READING

WRITING

COMMUNICATION ARTS /
ENGLISH LANGUAGE ARTS
Pre-K – 5 150 minutes
6 – 12 90 minutes

SOCIAL STUDIES
Pre-K - 150 minutes
6 – 12 90 minutes

PHYSICAL EDUCATION
Pre-K – 5 1 period per week
6 – 12 1 period per week

MATH
Pre-K – 5 150 minutes
6- 12 90 minutes

SCIENCE
Pre-K – 5 150 minutes
6 – 12 90 minutes

RELATED ARTS
Pre-K – 5 1 period per week
6 – 12 1 period per week

For content (both literal and inferential)	To take notes
To apply pre-reading, during reading and post-reading strategies to all reading assignments, including determining purpose and pre-learning vocabulary	To explain one's thinking
To research a topic	To argue a thesis and support one's thinking
To gather information	To compare and contrast
To comprehend an argument	To write an open response
To determine the main idea of a passage	To describe an experiment, report one's findings, and report one's conclusion
To understand a concept and construct meaning	To generate a response to what one has read, viewed, or heard
To cite evidence from text with an emphasis on non-fiction	To convey one's thinking in complete sentences
To include robust academic language/vocabulary	To develop an expository essay with a formal structure
	To cite evidence in writing with an emphasis on non-fiction
	To include robust academic language / vocabulary

Academic Vocabulary should be embedded throughout the day and not taught in isolation

NCLB/DESE SCHOOL ASSIGNMENT

- Reward School** - Missouri will recognize reward schools throughout the State as models of excellence. Recognition will be based on measures of high achievement for all students and those schools that are making significant progress in closing the achievement gap.
- Priority School** - Priority schools are among the lowest-performing schools in the State when considering the school's overall student population. If a school is not demonstrating the expected outcomes for students, the Department will intervene with rapid and targeted interventions. The intervention system includes tools and strategies to build capacity at the local level for district-focused school improvement.
- Focus School** - Focus schools are Title 1 schools whose Student Gap Groups are among the lowest-performing in the State according to State assessment results. Interventions and support will assist identified schools in improving the performance of all students, with a particular focus on improving the performance of groups of students that have the greatest achievement gap.



Priority Schools

- Ashland Elementary *
- Beaumont High School
- Columbia Elementary *
- Dunbar
- Earl Nance Elementary
- Fanning Middle*
- Hamilton Elementary*
- Jefferson Elementary*
- Laclede Elementary
- Langston Middle*
- L'Ouverture Middle*
- Yeatman-Liddell Middle
- Mann Elementary*
- Meramec Elementary
- Oak Hill Elementary
- Roosevelt High School
- Sherman Elementary
- Sigel Elementary*
- Sumner High School
- Vashon High*
- Walbridge Elementary*

* School Improvement Grant recipient



Focus Schools

- Henry Elementary School
- Carr Lane VPA Middle School
- Washington Montessori
- Cole Elementary School
- Lyon At Blow Elementary School
- Adams Elementary School
- Shenandoah Elementary School
- Clay Elementary School
- Froebel Elementary School
- Farragut Elementary School
- Woodward Elementary School
- Shaw Visual/Perf. Arts Ctr.
- Ames Visual/Perf. Arts
- Monroe Elementary School
- Hodgen Elementary School
- Hickey Elementary School



NCLB/DESE SCHOOL

- Funds will be provided to assist the identified school(s) in implementing the required accountability plan and for the provision of direct services to the identified school(s).
- If the amount provided through the additional 1003(a) (for focus) or 1003(g) (for priority) is not sufficient to fully implement the school's accountability plan, the LEA is required to leverage up to 20% of its set aside funds previously required under 1116 (b) (10) to ensure the implementation of interventions included in the school's plan are fully funded.



Analysis of MAP Results

- Associate Superintendent's School Review
 - Individual School Report and Cluster Report
- Principal Review of Map/EOC Results
- Curriculum Department Review of Data from 2008-2012
 - Review of Grade Level and Mathematics and Communication Arts/English Subject

Associate Superintendents Review

2008-2012 Data

- ❑ Quantitative and trend analysis of the data and a response to two framing questions:
 - What happened/What was determined after a review of the data?
 - Why? (Why were there changes: flat line/decline/increase in performance outcomes?)
- ❑ Key themes emerged:
 - Low Depths of Knowledge in reading and math
 - More professional development and teacher support needed to support instruction and data analysis
 - Need for targeted literacy instruction and support for struggling students at lower levels of reading proficiency
 - New challenges presented for students who took online EOC tests for the first time – this could be a greater issue as the MAP test becomes computer-based
- ❑ Principals conducted the same analysis with similar findings

Academic Team Review

2008-2012 Data

Communication Arts

Grades 3-5

- R1H- Apply post-reading strategies for comprehension of text, drawing conclusions, and relating main idea and story details
- W2E-Apply conventions of grammar in text
- R1E- Develop academic vocabulary through context using fiction and non-fiction text
- R2C- Use details to demonstrate comprehension; and identify story parts
- R3C- Use details to demonstrate comprehension through inferences, compare/contrast, sequence, cause/effect and author's purpose

Grades 6-8

- R1H- Apply post-reading skills to comprehend, interpret, analyze, and evaluate text
- W2E-Apply conventions of writing and grammar with standard usage
- R1E- Develop academic vocabulary through morphology and context
- R2C- Use details to demonstrate comprehension of story elements using fiction
- R3C- Use details to demonstrate comprehension through inferences, compare/contrast, sequence, cause/effect and author's purpose using non-fiction text
- W1A – Follow a writing process to edit for conventions



Academic Team Review

2008-2012 Data

Mathematics

Grades 3-5

- N3C- Apply operations on numbers
- N3D- Estimating and justifying sums, products, and quotients of whole numbers and decimals
- A1B- representing and analyzing patterns using words, tables and graphs
- G1C- predicting and justifying the results of combining and transforming shapes

Grades 6-8

- N3C- Apply operations on number
- A2A- Using symbolic algebra representing unknown quantities and solving equations
- G4B- drawing or using visual modules to solve problems
- D4A- using models to compute probability of an event and make conjectures about the results



Academic Team Review

2008-2012 Data

English II EOC

- R1H- Apply post-reading skills to comprehend, interpret, analyze, and evaluate text
- W2E-Apply conventions of writing and grammar with standard usage
- R3C- Use details to demonstrate comprehension through inferences, compare/contrast, sequence, cause/effect and author's purpose using non-fiction text

Algebra I EOC

- N3C- Apply operations on number
- A2A- Using symbolic algebra representing unknown quantities and solving equations
- G4B- drawing or using visual modules to solve problems
- D4A- using models to compute probability of an event and make conjectures about the results