



# CPN: The Current Model

Presented to the SLPS Board of Education  
November 14, 2023



# Timeline of CPN Board Activities

- **2018: CPN Starts with old board, Ashland and Meramec are included**
- **June of 2019 SAB approves 3-year MOU with CPN**
- **June 2020 CPN receives grant extension through June 2025**
- **2020-2022: CPN Board meets quarterly**
- **June 2022: CPN board votes to change bylaws**
- **July 2022: SLPS BOE votes to approve 2-year "MOU" with CPN Board**
- **April 2023- July 2023: New CPN Board meets bi-weekly**  
2 SLPS Board members, President AFT, Teachers, Parent
- **November 2023: New CPN board approves adding director of CEC and new MOU to be reviewed by SLPS BOE**

# Overview of New MOU

**Overview:** The Community Partnership Network is an innovative initiative of the St. Louis Public School District that operates with a unique set of conditions that put critical educational decisions in the hands of teachers and school leaders. Each school within the CPN is empowered through a governance model that enables autonomy and flexibility around staffing, budget, curriculum and assessment, professional development, and schedules for students and staff. CPN Schools utilize Collective decision-making to manage operations, and the expected results include higher levels of student engagement and academic performance that exceed district averages. This agreement provides the expectations and obligations of each party. For details surrounding the operations of the CPN, please reference the CPN's Policies and Procedures Manual.

# Policies of New MOU come from:

## St. Louis Public Schools Pilot Schools Manual



January 2009

# Working Vision of CPN Board

## CPN Board Vision

### Recent Updates:

To dramatically improve school performance by *[minimizing physical, social, behavioral, instructional, and staffing barriers to student achievement]* by providing schools with a new governance model that will enable greater autonomy, flexibility, as well as strengthen community ~~voice- partnerships to provide resources for student achievement.~~

### Original:

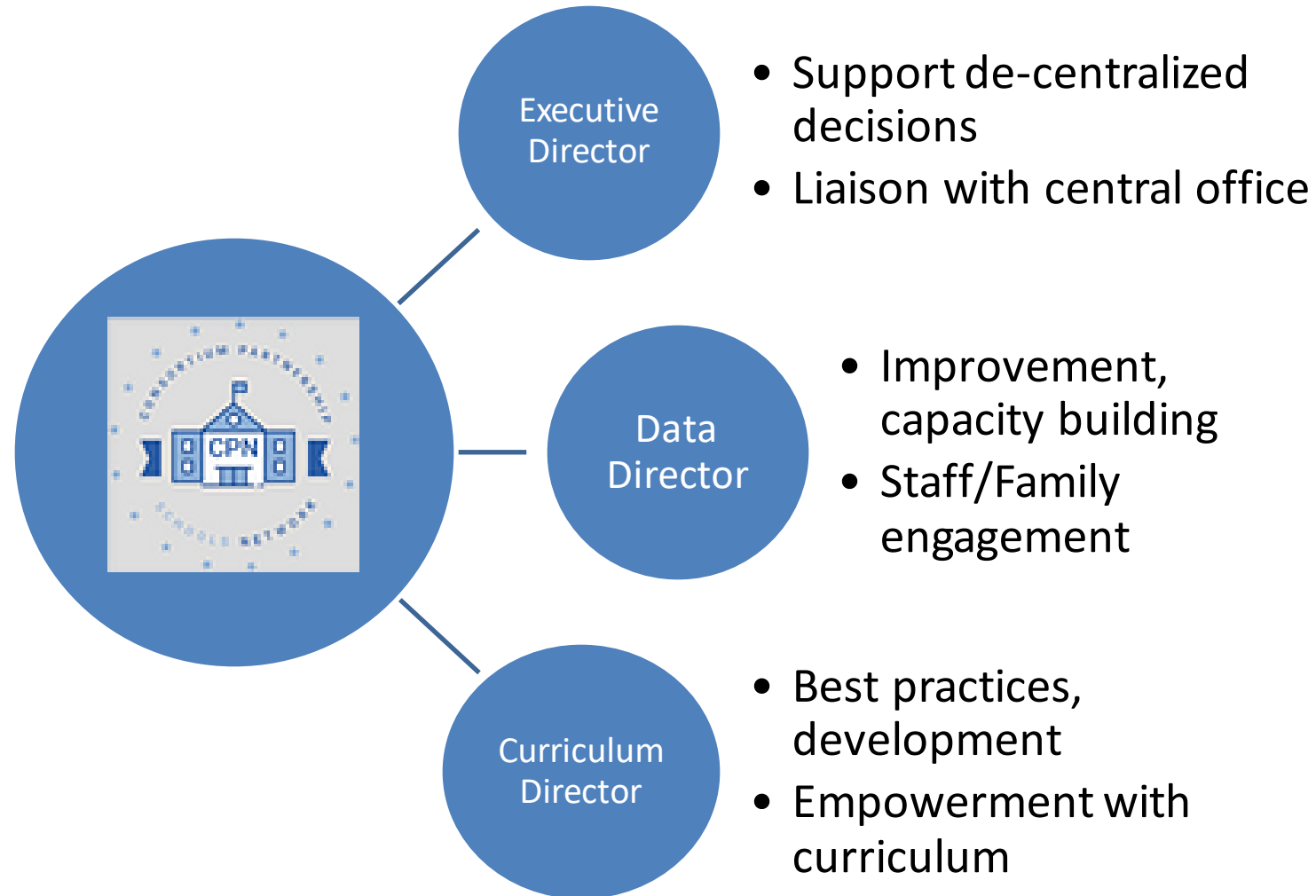
To dramatically improve school performance by providing schools with a new governance model that will enable greater autonomy, flexibility, as well as strengthen community voice.

# CPN Mission/Purpose

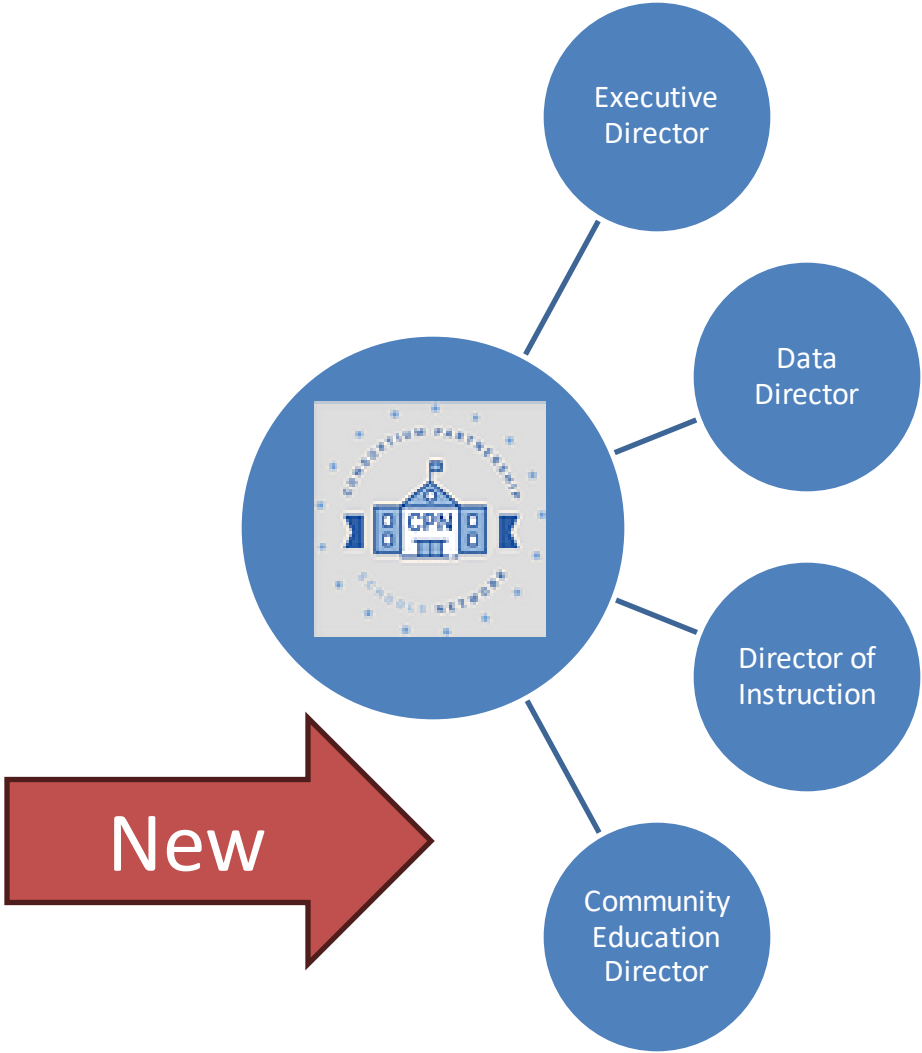
- ❑ **Equitable Outcomes:** Provide resources for students where they are needed the most
- ❑ **Empowered Teachers:** School teams have more autonomy to improve their schools using evidence-based practices
- ❑ **Excellent System of Schools:** Incubate scalable change for neighborhood schools



# CPN Model 2020-2023



# CPN Model 2023





# 21-23 Accomplishments

- ❑ Place based learning initiatives merging with Culturally and Historically responsive teaching practices (HILL Model)
- ❑ Participated in multiple National conferences in Chicago and Stanford
- ❑ Significant MAP (MPI) growth from 2019-2022
- ❑ Teachers on new CPN board, representing their schools with an elevated voice
- ❑ Launch of STEM Lab. STEM Lab Teacher, Mr. Ramos, winner of Teacher of The Year!

## THE ST. LOUIS AMERICAN

### **‘Don’t be afraid to show your genius’**

Ashland fifth-grade teacher Andrew Eason is full of good ideas. This afternoon, the class is studying pollination, pretty standard stuff for fifth-grade science. But Eason’s lesson did not start nor end with plants. Months earlier, his students initiated a discussion about the lack of nearby grocery stores with fruits and vegetables. And more recently, Eason led a discussion about the rise and decline of Black farming in America. What if, the class wondered, they started their own community garden. So the class researched grocery stores, visited a community garden and even traveled to the Missouri State Capitol to understand how laws are made. Later, Eason extended the lesson, drawing the connection between trees, pollution and asthma.



# MAP Growth

		2019 MPI	2019 Rank	2022 MPI*	2022 Rank	Rank Change
<b>Ashland</b>	<b>Math</b>	124	40	258	24	16
	<b>ELA</b>	184	34	297	24	10
	<b>Science</b>	129	38	313	12	26
<b>Meramec</b>	<b>Math</b>	148	34	225	36	-2
	<b>ELA</b>	181	36	300	23	13
	<b>Science</b>	146	34	326	6	28
			<b>Avg 36 of 44</b>		<b>Avg 21 of 40</b>	

Status is a measure of academic performance at a given point in time. Students are assigned a Performance Level Index Score based on their performance on tests administered as part of the Missouri Assessment Program (MAP). Student Performance Level Index Scores are used to calculate the MAP Performance Index (MPI), a composite number that represents overall performance for all students in a given cohort.

Source: DESE- <https://apps.dese.mo.gov/MCDS/Visualizations.aspx?id=36>

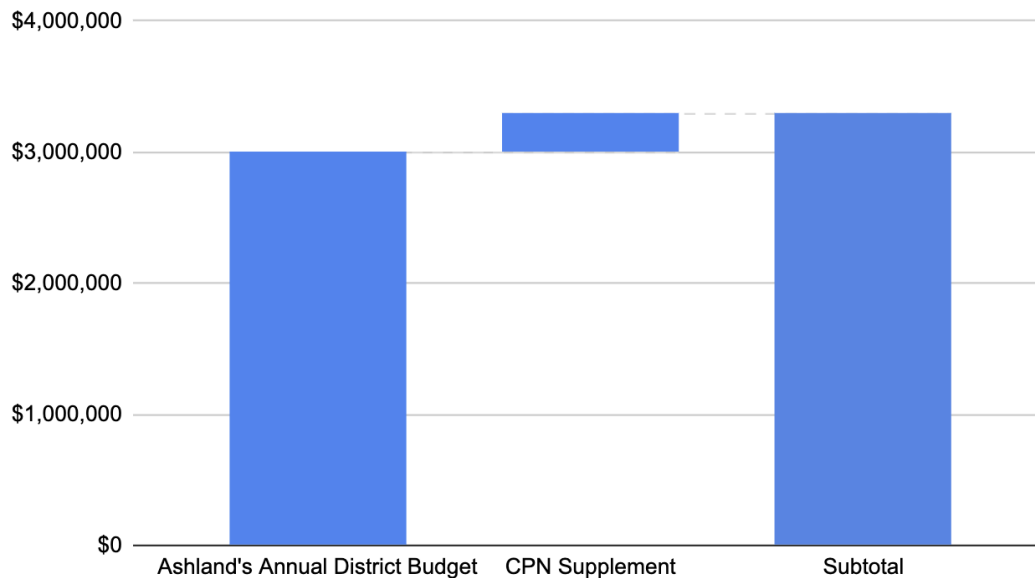
# Notable CPN INITIATIVES

## Positives of de-centralized decisions

- 1. Assessment Differentiation: Mini MAP**
- 2. Early adoption of hybrid teaching model, Fall of 2020**
- 3. K-5 Reading Curriculum Adoption based on the Science of Reading**
- 4. Participated in LETRs training in Summer of 2020-2021, Science of Reading**
- 5. Place Based Learning for Science and Social Studies**
- 6. Early Adoption, STEM Labs at elementary schools**
- 7. Site based summer PD, teacher stipends**
- 8. Partnership with Churchill School for foundational reading skills**

# Clarity about Funding

- CPN has never received any financial support from OT
- CPN does not take money from the district, we supplement district budget at Ashland and Meramec through staffing, stipends and materials



## CPN Disputes Claims Made by TOT in DOE Grant Application

Jay Hartman <jay.hartman@cpnstl.org>  
To: BBernhard@post-dispatch.com

Mon, Oct 2, 2023 at 11:46 AM

Blythe,

I saw your story about the federal charter school expansion grant recently awarded to The Opportunity Trust and I am aware that CPN was cited in the application as evidence of the impact charter schools were having on SLPS. The grant application misrepresents the overall mission and purpose of the CPN as well as the relationship between CPN and OT. The claims made by OT in their application are intentionally misleading with the presumed purpose of being awarded the grant. Since the grant reviewers specifically cite OT's involvement with CPN as a strength of the application, I wanted to provide you with additional details about CPN and our history with OT.

The CPN is not based on charter school best practices. Instead, the CPN is modeled after the [Springfield Empowerment Zone](#) in Springfield, MA that specifically states it is "neither a charter school network, nor state takeover, nor in-district turnaround strategy." The CPN intentionally provides autonomy and decision-making authority to teachers and principals with the purpose of improving teacher retention, academic outcomes for students and community partnerships. Key areas of this autonomy are professional development, curriculum, and assessment flexibility. Both CPN schools are SLPS neighborhood elementary schools and have conditions similar to other SLPS neighborhood schools. The [positive results](#) garnered by CPN strategies have been achieved because CPN works in partnership with SLPS, not by upending that partnership. Ultimately, all decisions made by the CPN board are recommendations and must be formally approved by the SLPS Board of Education before taking effect.

During the early planning stages of the CPN, district leaders (Dr. Adams, Sally Topping, Jane Donahue) visited schools in the Springfield Empowerment Zone in Springfield, MA. Although TOT representatives (Eric Scroggins) also went on this trip, they paid their own way and did not cover any costs for district leaders either monetarily or in-kind. TOT representatives did not materially or meaningfully participate in the trip's planning or events. The district did, however, contract with a consultant (Jesse Dixon) who would become employed by TOT approximately 2 years later.

CPN has actively tried to distance itself from any alleged affiliation with OT. The CPN has never received any funding from OT and has turned down repeated invitations to pursue funding. The only formalized relationship between TOT and CPN was the appointment of TOT staff member Marcus Robinson to the CPN Board. This appointment was made by Mayor Lyda Krewson and without the consultation of the CPN executive director. At the time of Mr. Robinson's appointment, Mayor Krewson's son was receiving TOT funding to launch a new charter school. Mr. Robinson remained on the CPN board per CPN bylaws, until challenges with his role in the Normandy Schools Collaborative made his participation on CPN board too challenging and untenable prompting him to resign.

# Key Questions for BOE

- Will the external funding always pose major road-blocks?
- Is there a plan for replacing this type of support that is dedicated to neighborhood schools?
- If the intention was not to extend the partnership for two years, what is the intention?

# Appendix: Staff Perspectives

# Consent Agenda Item- July 2022

## Agenda Item Details

Meeting	Jul 12, 2022 - BOARD OF EDUCATION OF THE CITY OF ST. LOUIS -Administration Building - 801 N. 11th Street - 6:30PM
Category	JULY CONSENT AGENDA
Subject	NEW (07-12-22-12) To approve a Memorandum of Understanding with the newly created Community Partnership Network to support designated SLPS schools for the period July 13, 2022 through June 30, 2024. The Every Student Succeed Act (ESSA) requires the District to provide targeted to schools that are identified as Comprehensive schools. The Community Partnership Network, under the guidance of a newly established board, will provide additional support and flexibility to identified schools through the school-based Teacher Leadership Teams. This request supports Pillar 5: Community Partnerships and Resources, Goal 5B: Cultivate Strategic Partnerships.
Type	Action, Memorandum of Understanding (New)
Preferred Date	Jul 13, 2022
Absolute Date	Jul 13, 2022
Fiscal Impact	No
Budgeted	Yes

Source: <https://go.boarddocs.com/mo/stlps/Board.nsf/Public#>

Video: <https://www.youtube.com/watch?v=iRnITX1rXHA>



# Dr. McMurray- Instructional Coach Lens

- Support from the Director of Curriculum and Instruction, creates more bandwidth
- Supports with academics, classroom management support and thought partnership
- Alignment between the two schools
- Particular data from Director of Research and Analytics, allows for more time to support the analysis of the data
- Mini- Map data and cross-referencing standards analysis
- Network support directly in the buildings

# Karen Eason-Reading Specialist Lens

- Longevity of focus is a strength of CPN initiative, been pushing for site-based work since 2018
- We have seen significant growth in student and in teacher practice, their ability to differentiate and improve lesson quality
- The ability to make site-based decisions especially for reading has been important for us at Ashland in selecting curriculum and how we set up our classes
- We welcome you to come and see our work in action

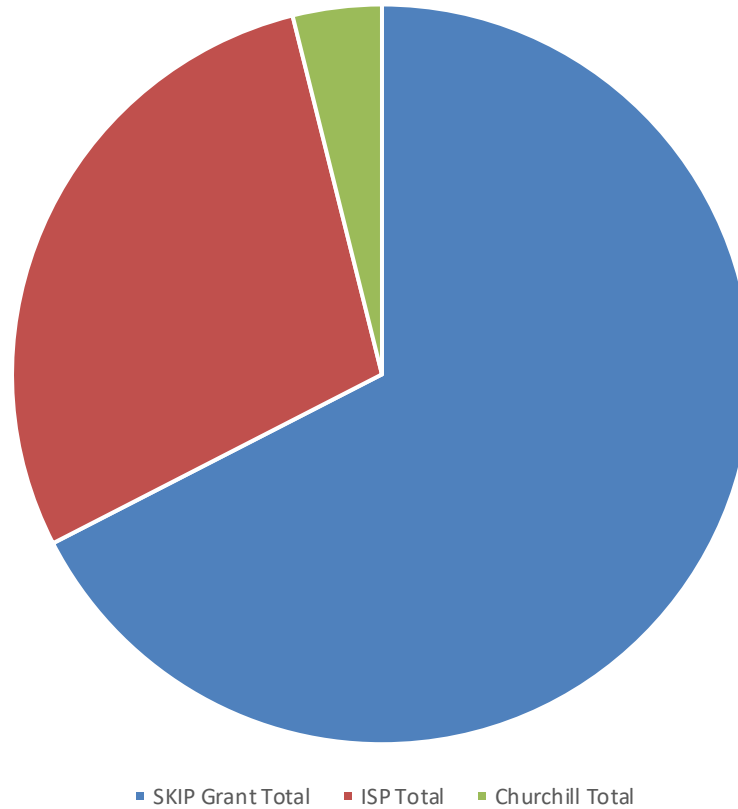
# Stacy Hearty-Classroom Lens

- Having someone on site to explain the data to teachers is supportive
- Having support to plan PD that is specific to our school helps us feel like professionals
- Support from stipends for our work is appreciated
- The data shows we are improving over the last few years
- We have limited staff and resources as it is, the additional support is needed. In fact, we could use more.
- Flexibility to do site-based decisions has been impactful.
- Moved from thinking about my classroom to being a teacher leader and thinking about the whole building.

# Mr. Strong- Principal Lens

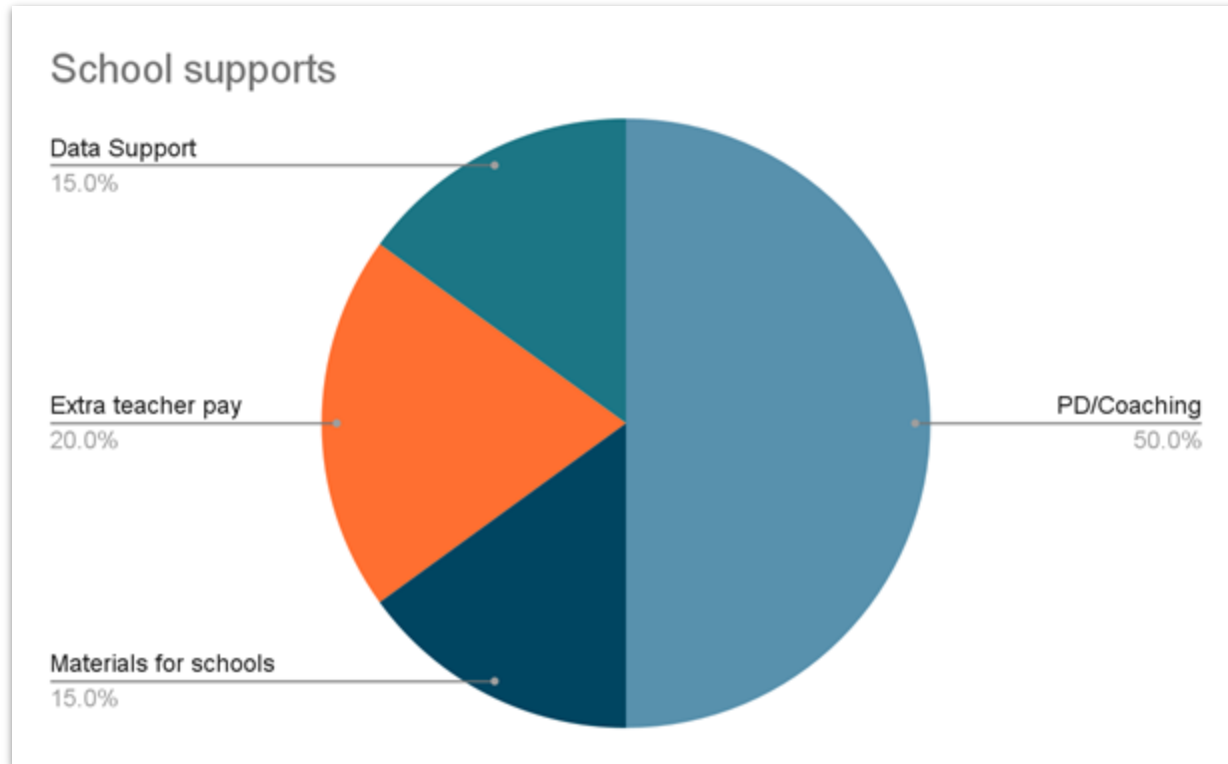
- Coaching Focused on Math, AIC can focus on Reading (broader and deeper)
- Data analytics: the loop on data response is faster so we can learn from it sooner and it's not someone downtown
- Bringing in support from community partnerships
- Feel more supported in this current structure than in the past.
- Decisions are truly made and supported as a team at the school.
- Other schools are very interested in the model and want de-centralized decision-making rights as well.

# Appendix: Funding Sources



# Appendix: Funding

**23-24 School Year:**  
**\$400,000 raised**



# Appendix: Reading Support

Update on \_\_\_\_\_  
Grade 3, Meramec  
Shannon Fritts, Reading Specialist, M.Ed.

October 25, 2023

In September, \_\_\_\_\_'s reading and writing skills were assessed to be three grade levels below third grade. Tier 3 Reading Intervention began the week of September 25<sup>th</sup>. \_\_\_\_\_ works for one hour three times each week with a reading specialist in a group of 2 students. I have had 13 class periods and \_\_\_\_\_ has been present for 62% of this instruction. She has been absent for 5 class meetings or 38% of instruction.

\_\_\_\_\_ is working on hearing beginning and ending consonant sounds in cvc words with short a. She has been sorting pictures by initial consonants and ending consonants, as well as "tapping" each sound in simple cvc words. She has been using a variety of strategies to isolate sounds in reading cvc words and writing cvc words, such as tapping, manipulating magnetic letters, skywriting, and repeating/echoing. She is learning how to use her knowledge of individual sounds to blend sounds together to decode and spell simple words. She has been introduced to some beginning blends, such as br, cr, cl, sn, gr, as well as beginning digraphs sh, th, and ch, while learning simple cvc word family words using short "a". She is learning to write the correct letter formation of lowercase letters while saying the sound and she is writing simple sentences dictated to her.

Each day, \_\_\_\_\_ reviews basic sight words to improve her ability to read simple texts. She is now pointing one-to-one when reading and uses the first letter and the picture to decode words in simple books. Building her background knowledge before reading is key so \_\_\_\_\_ understands the concepts and vocabulary in the text. She is also learning the days of the week, months of the year, and other important calendar concepts and vocabulary.



# Appendix: Reading Support