



CPN PROGRAM UPDATE

Presented to the Board of Education
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Jay Hartman
March 29, 2022



CPN BACKGROUND (2018-2019)

- ❑ In 2018 the Superintendent began exploring a strategy to increase autonomy and accountability to support school improvement efforts at struggling schools. While the District regained accreditation, a subset of schools continued to be very low performing. Eventually two of these schools would be identified for Consortium Partnership Network (CPN).
- ❑ District leadership researched and visited Springfield, MA to observe and learn from their Empowerment Zone.
- ❑ A state registered based non-profit was established; St. Louis Public Schools Consortium Inc.
- ❑ The initial CPN board was comprised of Dr. Priscilla Dowden-White (President, Aldermanic appointee), Marcus Robinson (Mayoral appointee), Rick Sullivan (SAB appointee), Vivian Carbin (parent representative), and Dr. Kelvin Adams.
- ❑ The District and the Saint Louis Public Schools Foundation were approached by a local family foundation offering to financially support the CPN process with an initial commitment of \$200,000.
- ❑ The CPN board initially offered an MOU with the leadership of the Local 420 Teacher's Union but the discussions did not lead to an agreement.

CPN SCHOOL BASED LAUNCH (2019)

- ❑ In January of 2019, Ashland (Penrose) and Meramec (Dutchtown) Elementary schools were notified that they would be transitioning into the CPN network. All staff were offered a chance to transfer within the district if they did not want to be a part of CPN. One staff member did transfer.
- ❑ Ashland and Meramec voted internally on their School Leadership Teams. The teams represented staff from all age levels and support staff and admin. These teams began working on their strategic plans from March to May of 2019 with support from Bellwhether Education Partners. The contract with Bellwhether was paid for with the foundation funding.
- ❑ It is of note that both Ashland and Meramec were already identified as comprehensive schools by DESE. This means they were in the lowest 5% of performing schools in the state. They were also provided additional supplemental funding each year to support their improvement efforts.
- ❑ Each school presented their final strategic plans to the CPN board for approval. Portions of the plans also served as the DESE approved improvement plan for designated comprehensive schools.

CPN YEAR 1 (2019-2020)

- ❑ In the Spring of 2019 the CPN Board ran a search process for an Executive Director and hired Jay Hartman. He began in July of 2019.
- ❑ Ms. Susan Jones became the SLPS School Board(BOE) representative to the CPN board after the transition from the SAB to the BOE took place in July of 2019.
- ❑ A major part of the school's strategic plans was to adopt a new PreK-5 reading curriculum, CKLA. The School Board approved this purchase of \$70,000. Within the next year, SLPS was exploring a full ELA curriculum adoption as well.
- ❑ School began implementing their plans in Fall of 2019. Other flexibilities approved in the plan were intended to be cost neutral or were covered by the supplemental budget for comprehensive schools.
- ❑ A major highlight of the flexibilities and innovations within the first semester were the multi-aged reading groups at Ashland. These "reading hubs" were very successful in helping all student see growth.
- ❑ An additional \$200,000 of funding through SLPS Foundation supported major expenses including CPN staff salary, innovation funds at each school and additional professional development and stipends for school staff.
- ❑ In the Winter of 2020 each school leadership team began exploring a partnership with Washington University's Institute of School Partnership for leadership development. They began a leadership development curriculum in the 2021-2022 school year.
- ❑ In March of 2020 the CPN schools pivoted to virtual instruction as the rest of the district did also. At this point the ability to enact innovations laid out in the strategic plan became more challenging.

YEAR 2 (2020-2021)

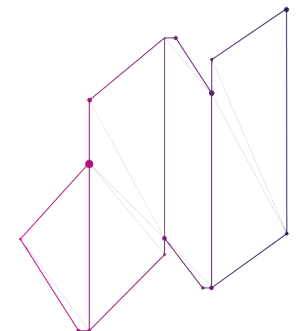
- ❑ This school year started as virtual instruction only. The Meramec School Leadership Team elected to return K-2 students to hybrid learning before district schools which allowed others to learn from the process.
- ❑ As the school year progressed both schools continued hybrid learning.
- ❑ All leadership team meetings were done virtually, and each school began a book study on Place Based Learning. Eventually the teams would collaboratively plan and participate in a weeklong professional development around Place-Based Learning in Science with WashU over the summer. Each staff member was provided a stipend for their work too.
- ❑ In the fall of 2020, CPN hired a data strategist to support with school data needs as well as track long term effectiveness of any interventions implemented by the schools. One example has been a detailed analysis on student mobility to understand the causes and impacts on attendance and achievement.
- ❑ Each school benefitted from a strong academic partnership with Instruction Partners. They supported with extra academic coaching for leaders and teachers.
- ❑ The CPN team secured a 5-year grant commitment from its current funders to support operating costs, and additional 3-year grant from WashU and the St. Louis Community Foundation as well to support ongoing school improvement.
- ❑ In the summer of 2021 CPN hired a director of curriculum and instruction who supports math coaching.

YEAR 3 (2021-2022)

- ❑ Significant growth (more than .5 years) in both subject areas at mid-year STAR at most grades
- ❑ Launch of STEM Lab and Place Based Learning for Science and Social Studies. STEM Lab Teacher, Mr. Ramos, winner of Teacher of The Year!
- ❑ Teachers writing curriculum and being developed into sustainable leadership roles.
- ❑ Robust MAP alignment materials for teachers to help analyze and plan essential re-teach lessons for key standards.
- ❑ Increased enrollment projections for neighborhood schools.
- ❑ Ongoing opportunity for supportive dollars and innovative funding. Multi-year commitment of grant dollars going forward.
- ❑ Direct support with Re-design fellowship.

SUPPORTIVE FUNDING

**2021-2021 School Year:
\$400,000 raised**



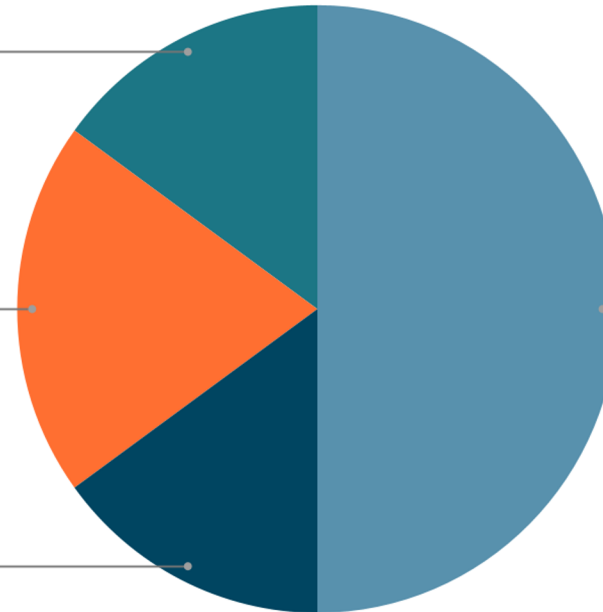
School supports

Data Support
15.0%

Extra teacher pay
20.0%

Materials for schools
15.0%

PD/Coaching
50.0%



SUPPORT AND INNOVATION

Smaller coaching caseloads

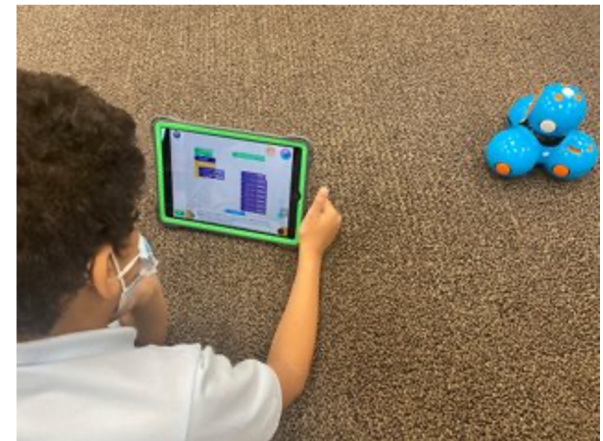
- Weekly coaching and feedback.
- Consistent Co-Teaching and mutual accountability

Place Based Learning

- Teacher written curriculum.
- Community involvement and impact.

STEM Lab

- Inquiry based STEM instruction.
- Hands on focus.



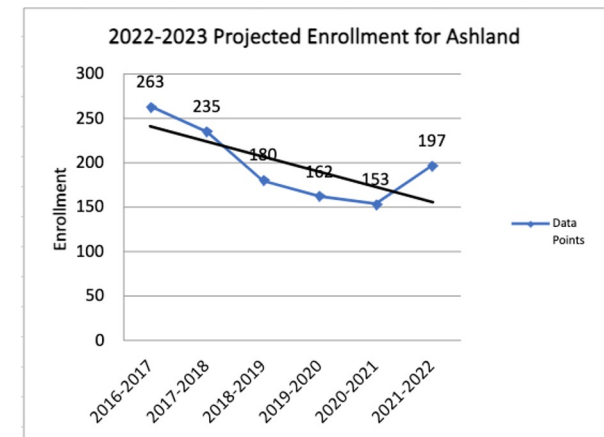
POSITIVE OUTCOMES

Comparative Star Growth:

- ❑ 12 of 12 math classrooms saw better than expected growth on mid-year Star
- ❑ 10 of 12 overall classrooms saw better than expected growth in mid-year start growth

Enrollment trends:

- ❑ Both schools have seen a slight decrease in mobility which is an encouraging trend.
- ❑ Enrollment at Ashland is trending upwards for the first time in over 10 years.



CPN INITIATIVES

Site Based Decisions

- 1. Assessment Differentiation: opt in, opt out**
- 2. Early adoption of hybrid teaching model, Fall of 2020 (Covid)**
- 3. K-5 Reading Curriculum Adoption**
- 4. WahsU ISP Leadership Partnership**
- 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. External instructional support from organizations like Instruction Partners**
- 9. Support with data analyst, empirical data analysis, deeper dive into actual research questions**
- 10. Special emphasis on Math coaching**

USING DATA TO SUPPORT AUTONOMY

- ❑ In addition to core data reporting:
 - ❑ Regular data "step-back" meetings with leadership teams
 - ❑ Individualized reporting for instructional staff, assisting with quick instructional decision-making
 - ❑ Getting students invested in their own data and goals; incentivizing achievement and effort
 - ❑ Short-term and long-term research insights with questions driven by school staff
 - ❑ Student Mobility
 - ❑ Added value of Instructional Coaching models

WHAT ELSE IS POSSIBLE?

- ❑ Bigger impact solutions
 - ❑ Partner with District/Union on extended hours, flexible scheduling, flexible staffing
 - ❑ Find ways to make stipend-based activities pensionable
 - ❑ Create incentive structure for highly qualified teachers going to highest need schools
 - ❑ More direct support for families at neighborhood schools; i.e. legal services, job training etc. What does the BOE want to see?

SUMMARY CASE STATEMENT

- ❑ Current success: Supportive funding and staff for neighborhood schools, strong academic growth, increasing enrollment projection, excellent staff engagement
- ❑ Rationale for current structure: elected and empowered and innovative leadership teams, impactful collaboration with partners
- ❑ Rationale for future structure: benefit of learning from early adopters within public light, higher impact solutions to support students/teachers

All areas benefit the district.

RECOMMENDATION

- Recommendation: To approve the extension of the Memorandum of Understanding with the Consortium Partnership Network to support designated SLPS's schools for the period July 1, 2022 through June 30, 2025. The Every Student Succeed Act (ESSA) requires the District to intervene in schools that are identified as Target or Comprehensive schools. The Consortium Partnership Network will provide additional flexibility to these schools and to the Teacher Leadership Teams within the schools.