

Shared
ACCOUNTABILITY
Framework



Saint Paul Public Schools
Spring 2008

On behalf of the Saint Paul Public Schools, I present this Shared Accountability Framework as our district's guide to the expectations, supports and interventions we believe are critical to ensuring our mission: a premier education for all. It is the culmination of input gathered during our strategic planning process and work by both internal and external stakeholders researching what it takes to hold ourselves and our community accountable for student learning.

Each of us has a stake in the future of our Saint Paul students. We need your continued support: give us time and help us secure the resources to make the seemingly impossible possible, to show that we can face this time of great challenge in public education with great accomplishment. We will always stand before you to be held accountable for our results, but our preference is to stand with you, sharing joint accountability for the future of our learners and finding the resources necessary to achieve our ambitious goals.

- Superintendent Meria Joel Carstarphen

Background

During the strategic planning process, the Saint Paul community identified shared accountability as a high priority. Shared accountability means that everyone has a role to play, and expectations to meet, in order to support the academic success of students.

The purpose of the Saint Paul Public Schools' *Shared Accountability Framework* is to articulate and instill individual and collective responsibility among internal and external stakeholders.

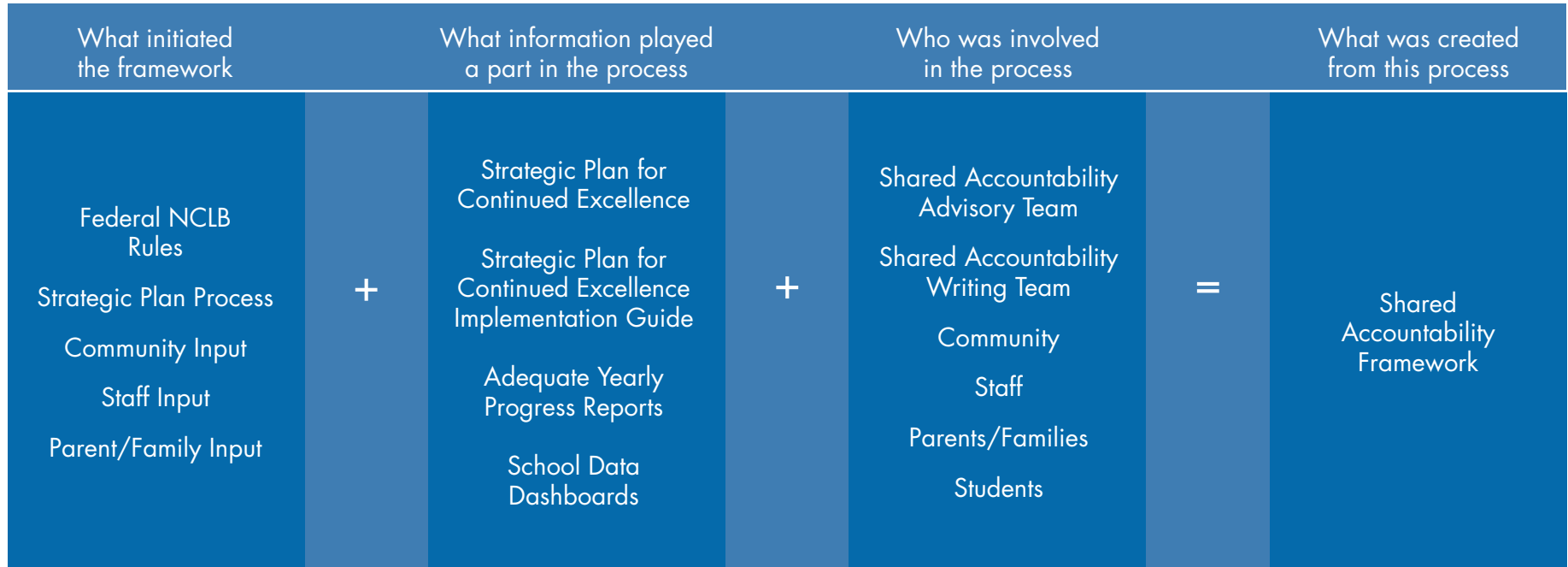
Development of the *Shared Accountability Framework* began when the district's *Strategic Plan for Continued Excellence* was published (May 2007). Because the community's

The *Shared Accountability Framework* will be launched for implementation in fall 2008. The first year will be a demonstration year that will provide the district with critical information about the system's effectiveness in assisting schools. Lessons learned will be used to re-align the framework and the resources necessary for success.

input to the strategic plan identified shared accountability as a key concept for the district to embrace and champion, the *Strategic Plan Implementation Guide* included a specific action step (#J1, page 11) to develop a model for shared accountability in Saint Paul Public Schools.

This framework not only addresses district needs, but also meets the requirements of the Minnesota accountability system for Title I schools (those with high rates of poverty) as required by the federal No Child Left Behind (NCLB) Act of 2001.

Creation of Shared Accountability Framework



Guiding Principles

The *Shared Accountability Framework* is based on the following underlying principles:

1. The *Shared Accountability Framework* is goal-oriented, not compliance-based, although it recognizes legal and contractual requirements.
2. The federal No Child Left Behind (NCLB) requirements are important, but not enough. We have higher expectations for student achievement as reflected in the district’s strategic plan.
3. Saint Paul Public Schools is committed to supporting all of our schools and all of our departments on behalf of all our students.
4. All stakeholders play a role: the “shared accountability” model has expectations of both internal and external stakeholders.
5. Saint Paul Public Schools will provide incentives, supports and interventions to assist schools and departments in their continuous improvement beyond NCLB.
6. The *Shared Accountability Framework* will be coherent, equitable and transparent for all stakeholders.

Components of *Shared Accountability Framework*

Three major components of the *Shared Accountability Framework* work together to support the district's focus on student achievement and gauge its effectiveness in meeting performance expectations at all levels:

- **All Schools Shared Accountability Matrix** - The district's network of incentives, supports and interventions that assists schools in ensuring high achievement standards for all students. The matrix applies to both Title I and non-Title I schools.
- **School and Systems Audits** - A strategic, focused examination of how a school, program or department conducts itself to ensure high achievement for every student.
- **Shared Accountability Expectations** – Research-based lists of learning supports, highlighting responsibilities for individual Saint Paul Public Schools stakeholders: students, teachers, non-teaching staff, school administration, central administration, school board, parents/guardians and community members.

The Shared Accountability Framework seeks to integrate the accountability interventions for Title I and non-Title I schools. In addition, the framework expands accountability beyond schools to all levels of the organization including central office departments and programs.

ALL SCHOOLS SHARED ACCOUNTABILITY MATRIX

The district's All Schools Shared Accountability Matrix illustrates the district's network of incentives, supports and interventions that assists schools in ensuring high achievement standards for all students. The matrix aligns a school's NCLB Adequate Yearly Progress (AYP) status with its district accountability category. More importantly, the matrix reflects a set of strategies that can be used to share effective practices and/or to make improvements where they are needed. All schools (Title I and non-Title I) are covered by the matrix, which balances site-based control with district management.

District Strategies

There are a number of strategies that research and practice demonstrate are critical to school effectiveness. These include the Project for Academic Excellence, district-adopted curriculum, Professional Learning Communities and job-embedded professional development. To maximize the impact of these reforms and accelerate the district's ability to increase student achievement, these strategies are considered districtwide reform strategies and will be implemented in all schools across the district.

Additional strategies, chosen from a menu of options, will be undertaken as a partnership between school and district leadership. These additional strategies fall into three main categories: incentives, supports, and interventions. If the incentives and supports prove to be unsuccessful and a particular school requires more intensive interventions, the authority for these decisions will be increasingly held by the district administration instead of the school.

All Schools Shared Accountability Matrix

		All	Non-title I	Title I					
		Making AYP (No Stage)	Not Making AYP (Stage X)	Not Making AYP (Stage 0)	School Improvement (Stage 1)	School Improvement (Stage 2)	Corrective Action (Stage 3)	Plan for Restructure (Stage 4)	Restructure (Stage 5)
Meeting or Exceeding District Targets	Incentives	School selects from menu of incentives	School selects from menu of incentives	School selects from menu of incentives	School selects from menu of incentives	School selects from menu of incentives			
	Supports				School selects from menu of supports	School selects from menu of supports	School selects from menu of supports		
	Interventions		School audit*		School choice**	School choice** Supplemental educational services**	School choice** Supplemental educational services** District selects from menu of Level 1 interventions	School choice** Supplemental educational services** District selects from menu of Level 1 interventions District selects from other NCLB restructuring options**	School choice** Supplemental educational services** District selects from other NCLB restructuring options**
Not Meeting District Targets for One Year	Incentives	District selects from menu of incentives based on demonstrated growth							
	Supports	School selects from menu of supports			School selects from menu of supports	School selects from menu of supports	District selects from menu of supports		
	Interventions	School audit*	School audit* School selects from menu of Level 1 Interventions	District selects from menu of Level 1 Interventions	District selects from menu of Level 1 Interventions School choice**	District selects from menu of Level 1 Interventions School choice** Supplemental educational services**	District selects from menu of Level 1 Interventions School choice** Supplemental educational services**	District selects from menu of Level 1 Interventions School choice** Supplemental educational services** District selects from other NCLB restructuring options**	School choice** Supplemental educational services** District selects from other NCLB restructuring options**
Not Meeting District Targets for Two or More Years	Incentives	District selects from menu of incentives based on demonstrated growth							
	Supports	District selects from menu of supports			District selects from menu of supports	District selects from menu of supports	District selects from menu of supports		
	Interventions	School audit*	School audit* District selects from menu of Level 1 Interventions	District selects from menu of Level 1 Interventions	School audit* School choice**	School choice** Supplemental educational services** District selects from menu of Level 1 Interventions	School choice** Supplemental educational services** District selects from menu of Level 1 Interventions District selects from other NCLB restructuring options**	School choice** Supplemental educational services** District selects from other NCLB restructuring options**	School choice** Supplemental educational services** District selects from other NCLB restructuring options**

Notes. See pages 10-13 for extended definitions of matrix terms. Required districtwide reform strategies include the Project for Academic Excellence, district-adopted frameworks/curriculum, professional learning communities, and job-embedded professional learning. *School audits may be conducted as preliminary intervention. **Denotes actions that must be taken as a result of the NCLB law and therefore take priority in district selection of strategies. All strategies may be optional based on availability of funding and authorization.

INCENTIVES MENU

- INC1. Promising practices grants
- INC2. System for staff to engage in professional development
- INC3. Recognition of outstanding schools
- INC4. Recognition of outstanding teams
- INC5. Increased flexibility in decision-making
- INC6. Rewards for performance

SUPPORTS MENU

- S1. Supplemental research-based curriculum for targeted groups and/or subjects
- S2. Additional research-based curriculum framework
- S3. Additional research-based professional development
- S4. Extended time

LEVEL 1 INTERVENTIONS MENU

- INT1. School choice
- INT2. Supplemental education services
- INT3. Decreased management authority
- INT4. Staff replacement
- INT5. Outside expert in school reform and leadership
- INT6. Restructured internal organization

OTHER NCLB RESTRUCTURING OPTIONS MENU

- OR1. District-led restructuring options
- OR2. Private management company restructuring
- OR3. Re-open as charter school
- OR4. Turn operations of school over to Minnesota Department of Education

SCHOOL AND SYSTEM AUDITS

Saint Paul Public Schools (SPPS) applies traditional auditing concepts to analyze effectiveness in implementing the goals of the *Strategic Plan* and to support efforts in shared accountability. Audits may serve as diagnostic tools, strategic focused examinations or targeted inquiries of how schools, programs or departments

conduct themselves to ensure high achievement for every student. Audits will include staff in the area being audited, internal and external “experts” and best practice research to recommend adjustments within schools, programs and departments to support increased student achievement.

Each audit results in a timely, short list of mission-critical expectations to be implemented and monitored along supervisory lines.

Key aspects of the audit include:

- A complete, holistic understanding of school/system operations beyond quantitative measures of achievement
- Evidence of practices (support services or school-based) that either contribute to or confound high student achievement
- Strengths and areas for growth
- Timely feedback
- Understanding of the context in which student achievement occurs
- Combination of outside observations with internal perspectives on practices
- A short list of actionable recommendations

Audits might involve inquiries into operations in areas such as curriculum implementation, classroom instruction, professional development, data management and analysis, technology, communication, transportation, facilities, SCIP implementation, site administration, budgeting, enrollment procedures and policies.

This audit process improves upon previous school improvement efforts in the district, which placed accountability and expectations primarily at the school level. Previously, the district’s School Quality Review Department (SQR) conducted reviews in all SPPS schools and district-sponsored charter schools, and developed the School Comprehensive Improvement Planning (SCIP) process.

This new direction broadens the conversation of accountability to include not only schools but also programs, departments, systems and other units of support services. Accordingly, the School Quality Review Department has been reorganized and renamed the School and Program Improvement Department.

General Audit Process

The audit process must be a dynamic interaction between internal and external experts (including best practice research) so that the strategies can be identified and highlighted, or any desired changes can readily be implemented. Direct engagement of the leadership and other staff of the audited unit prior to and during the audit is a required component of the audit.

The audit will consist of two major stages of examination:

1. Data reviews (i.e. examination of schedules, practices, budgeting, SCIPs, prior SQRs, staff development/training, and other applicable logistics) will be conducted by a formal team of experienced, knowledgeable staff to identify priority areas that will require further examination through site visits.
2. Site visits will be conducted to validate existing practices, and to provide actionable feedback to the leadership of the audited unit prior to budget and SCIP preparation.

At the end of the audit a report will be developed to state specific expectations for the particular unit of audit. The expectations will be:

- Clearly tied to the findings of the audit
- Negotiated with the leadership of the audited unit for implementation
- Processed with and through the supervisory line for accountability
- Integrated into budgeting, SCIP (at the school level) and other planning processes

An audit can be triggered by any of the following conditions:

- Failure to make Adequate Yearly Progress (schools)
- Persistent pattern of low academic performance for all or some student groups (schools)
- Demonstrated need to increase effectiveness of support systems (programs, departments, teams, etc.)

Audits will provide the kind of feedback about school instructional practices that is recommended in the Harvard Education Letter addressing school improvement efforts:

... We help practitioners frame the next level of work by examining what they are currently doing, looking at evidence of student learning and for clues about what is strongest in their practice and where they might see opportunities for improvement, strengthening the capacity of colleagues to work collectively on instructional issues, and increasing the specificity ... of the instructional practices they are working on.

Richard Elmore and Elizabeth City
"The Road to School Improvement –
It's hard, it's bumpy,
and it takes as long as it takes."

Harvard Education Letter, May/June 2007.

School Audits

Schools audits will be primarily directed to academic functions.

Examination of other activities or functions will be considered in as much as they impact academics, and therefore, student achievement.

System Audits

System audits will examine the quality of departments, programs and other services to schools to determine the level and effectiveness of support for student achievement. System audits may result from internal and external factors, which modify district needs and impact service delivery such as:

- Revenue shifts
- Expenditure shifts
- Enrollment changes
- Demographic trends
- Stakeholder satisfaction
- Public interest or community demand
- New research about educational practices
- Strategic partnership opportunities
- Requests from the Board of Education or the Superintendent

SHARED ACCOUNTABILITY EXPECTATIONS

“Accountability applies to all stakeholders: students, board members, parents, policy makers, teachers, administrators.”

- Douglas Reeves, *Accountability in Action* (2005)

During 2007, a Shared Accountability Advisory Team (SAAT) was formed to represent parents, community members and district staff. The expectations listed below reflect the work of the SAAT as guided by input from the *Strategic Plan* vetting process and district administration. Stakeholder groups will continue to have opportunities to provide feedback on these expectations and other areas of accountability that they consider to be important. In addition, the district will use surveys to track and revise the shared accountability expectations as appropriate over time.

Students

- Believe that you have unlimited possibilities for greatness
- Go to school every day on time, ready to learn and give your best effort
- Take responsibility for completing good work
- Be an independent learner
- Read every day aloud and to yourself
- Treat other students and staff with respect
- Get a good night’s sleep
- Let an adult know when you don’t understand something
- Identify a subject at school that you are excited about, and find ways to connect this excitement with your work every day
- Do your homework before you watch TV, play games, hang around or chat with friends
- Turn in your homework and other assignments on time
- Plan and organize your routines
- Take every test seriously
- Prepare for life after high school

Teachers

- Believe that all students have unlimited possibilities for greatness and help them achieve it
- Have high academic and behavioral expectations for all students
- Provide rigorous instruction with adequate learning supports
- Treat all students fairly and consistently when enforcing rules
- Show respect for each student and his/her family
- Be prepared to do your best work every day
- Connect struggling students to learning supports (mentoring, tutoring, enrichment activities, extended day, conferences, summer school etc.)
- Identify a key part of your work that you are excited about, and find ways to share that excitement with your students
- Strive to maintain a positive attitude and a professional learning environment
- Clearly and explicitly communicate expectations for students that embrace the Principles of Learning and Disciplinary Literacy
- Recognize and celebrate the accomplishments of your students

Non-Teaching Staff

- Believe that all students have unlimited possibilities for greatness and help them achieve it
- Show respect for each student and his/her family
- Treat all students fairly and consistently when enforcing rules
- Strive to maintain a positive attitude and a professional learning environment

School Administration

- Believe that all students have unlimited possibilities for greatness and help them achieve it
- Create a warm, welcoming, safe and secure environment
- Have high expectations of staff, students and school
- Lead building professional development that improves student learning and closes achievement gaps
- Monitor and evaluate quality of staff and staff performance
- Be accessible and visible in the schools and classrooms

Central Administration

- Believe that all students have unlimited possibilities for greatness and help them achieve it
- Provide support to administrators and teachers on morale, personnel issues, school needs, district initiatives, professional development, AYP, student achievement, and structure
- Provide consistent, timely and two-way communication on expectations, vision, mission, and curriculum
- Align resources to support key initiatives, district goals, and schools
- Tie evaluation systems to strategic plan
- Be available to listen to staff and community
- Be visible in school buildings and meetings

School Board

- Believe that all students have unlimited possibilities for greatness and help them achieve it
- Maintain a respectful, safe and supportive learning and working environment for all
- Build cohesive leadership practices among board members, superintendent, staff, parents and stakeholders
- Monitor superintendent performance to ensure there is alignment with district's strategic plan, board objectives and policies, and responsiveness to the community
- Support processes that encourage the superintendent and staff so that they may perform their assigned responsibilities in the most effective manner
- Measure board's performance through retreats and board development to ensure it is carrying out the strategic plan/goals for the school district
- Respond to community concerns effectively, promptly and accurately and delegate where appropriate to superintendent and administrative staff
- Participate in community engagement in appropriate venues to remain connected to the needs and concerns of the community, and guide in shaping and evaluating strategic goals
- Remove barriers that block productivity and engagement

Parents and Guardians

- Believe that all students have unlimited possibilities for greatness and help them achieve it
- Make sure your child attends school every day, on time and ready to learn
- Pay attention to your child's progress in school
- Establish a positive relationship with someone at the school - this may be the teacher, the social worker, counselor or advisor
- Ensure that your child gets 8-10 hours of sleep and other basic needs
- Ensure that your child has a designated place to study
- Make sure your child does his/her homework
- Ask your child what subjects he/she likes and why
- Make sure that your child attends after school and/or summer school classes when assigned by the school
- Take advantage of extended learning opportunities offered by your child's school (i.e. tutoring, mentoring)
- Read the information your school sends home to learn about what the school offers
- Attend parent-teacher conferences or ask a family member or close friend to attend in your place

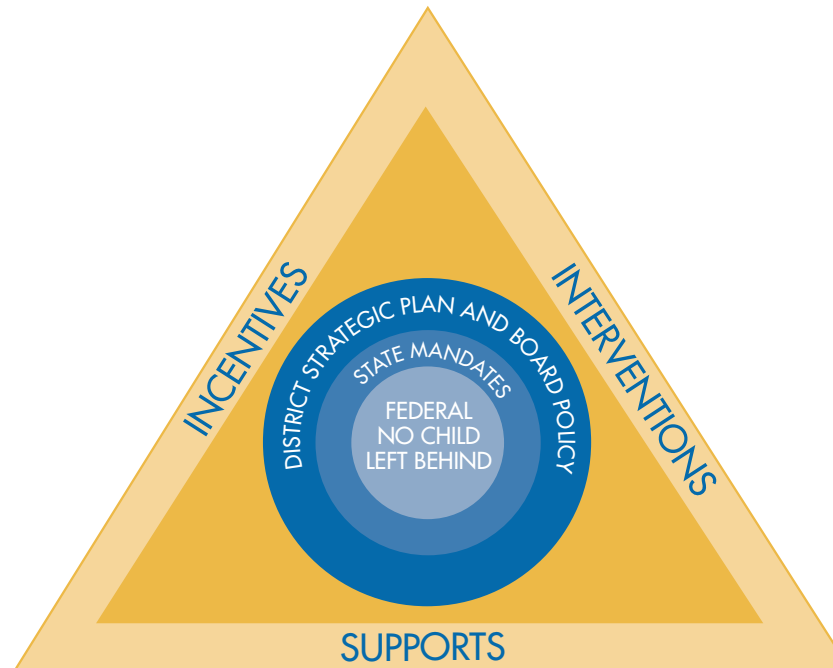
Community

- Believe that all students have unlimited possibilities for greatness and help them achieve it
- If you are an employer, ensure that your employees who have children attending SPPS schools have opportunities to attend school meetings and activities
- Support students as a mentor, tutor, or other volunteer
- Partner with SPPS in support of student achievement
- Attend SPPS activities and events
- If you have employees that are students, talk to them about their school and educational career goals
- Recruit others to support students, families and schools

“Accountability, in the end, is not a device for rating students and schools, but rather a system for improving the quality of life for every student and as a result for us all.”

- Douglas Reeves, Chairman and Founder of The Leadership Center (2004)

Saint Paul Public Schools Shared Accountability Framework



A network of incentives, supports and interventions to assist schools, departments and programs with meeting or exceeding district, state and federal expectations.

APPENDIX

SAINT PAUL PUBLIC SCHOOLS (SPPS) ALL SCHOOLS SHARED ACCOUNTABILITY MATRIX DETAILS

Note: Many terms are defined in the Strategic Plan for Continued Excellence Implementation Guide glossary (<http://www.spps.org/StrategicPlan.html>).

NO CHILD LEFT BEHIND (NCLB) REQUIREMENTS

Under No Child Left Behind, every state is required to:

- Adopt a set of academic standards for core subjects detailing what students should know and be expected to do at any given grade level.
- Define proficiency in reading and math.
- Establish annual targets increasing to 100% of students being proficient by 2014.
- Administer math and reading assessments measuring mastery of the grade-level standards to all students in grades 3-8 and once in high school.
- Develop a statewide accountability system to ensure that schools and districts are making sufficient progress towards the national goal of 100% of students being proficient by 2014.

More information about NCLB is available at <http://www.ed.gov/nclb>.

DISTRICT ACCOUNTABILITY CATEGORIES

In addition to federal and state mandates, the district has identified a series of indicators and targets known, through research and practice, to be critical to the effective operation of schools and, ultimately, the high achievement of all students. These outcomes are described in the *Strategic Plan for Continued Excellence*, with specific targets identified in the accompanying Spring 2007 Data Guide (<http://www.spps.org/StrategicPlan.html>).

- MCA-II Growth
- MCA-II Apples to Apples
- Attendance: Percentage of students absent 11 days or more
- Drop Out Rate (High School only)

Based on an index calculated from the indicator data, schools will be given a designation based on their results compared to the district targets in three indicators above:

- Meeting or exceeding (Green)
- Not making for one year (Yellow)
- Not making for multiple years (Red)

After 2007-08, additional indicators may be added (e.g. staff, parent, student surveys, Six-Year Plan use, college preparatory enrollment, acceptance into higher education institutions, teacher retention, etc.).

DISTRICT-WIDE REFORM STRATEGIES (REQUIRED)

The following programs and/or initiatives have shown early promising results and will be expanded to all schools in the district:

Project for Academic Excellence (PAE)

In 2001 working with the Institute for Learning at the University of Pittsburgh, SPPS adopted a comprehensive academic reform initiative designed to enhance teaching and learning in the district. Project for Academic Excellence (PAE) is built upon the Principles of Learning (POL), and includes the reading and writing workshops, research-based math instruction (preK-6) as well as Disciplinary Literacy (DL, 7-12). The academic initiative provides a unified direction for curriculum reform across all elementary and secondary schools. PAE transforms the way the core skills of reading, writing, mathematics (and soon, science) are taught, and provides in-depth, ongoing training to teachers and administrators. All elementary schools have been provided a PAE K-6 Implementation Guide to assess the depth and scope of PAE in their school. Fidelity to the model and school-wide implementation are two requirements for PAE and DL, and are indicators to be audited.

District Adopted Curriculum/Frameworks

The district approved content aligned with the Minnesota K-12 Academic Standards in core subject areas (i.e. language arts, math, science, social studies). The district-adopted curriculum/framework is delivered using best practice instructional models, in general educational areas as well as in English Language Learners (ELL) and Special Education (collaborative model).

Professional Learning Community (PLC)

According to the National Staff Development Council, a Professional Learning Community (PLC) typically consists of four to eight members and meets regularly to focus on ways to improve teaching and learning. Professional Learning Community members help one another examine student standards, brainstorm innovative lessons, analyze student work, share ideas and solve problems. In addition, Professional Learning Community members meet with coaches, observe model/lab classrooms and identify needs for future professional development. DuFour and Eaker (1998) identify six key characteristics of PLCs:

1. Shared mission, vision, and values
2. Collective inquiry
3. Collaborative Teams
4. Action, orientation, and experimentation
5. Continuous improvement
6. Results orientation

Job-Embedded Professional Learning

Also known as on-the-job learning, this occurs while teachers and administrators engage in their daily work. Participants learn by doing, reflect on their experiences, and then generate and share new insights and learning with one another. It is both formal and informal and includes discussion with others, peer coaching, mentoring, study groups and action research.

INCENTIVES (INC)

Incentives reward practices that prove to be effective, and give more flexibility and resources to encourage the growth and improvement of those practices.

INC1. Promising Practices Grants

The district administration will work with the school to seek grant opportunities and other resources available for innovative models/programs.

INC2. System for Staff to Engage in Professional Development

The district administration will work with schools to seek funding and/or partnerships that will provide the opportunities for staff to participate in education enhancement programs free of charge.

INC3. Recognition of Outstanding Schools

Schools that meet or exceed proficiency targets will be publicly recognized.

INC4. Recognition of Outstanding Teams

School Professional Learning Teams and other types of academic enhancing/supporting activity teams will be publicly recognized for their contribution to the improvement of student achievement.

INC5. Increased Flexibility in Decision-Making

Schools that Meet or Exceed targets will be granted increased flexibility in decision making so that they can continue to sustain success.

INC6. Rewards for Performance

SPPS will investigate funding and other ways of rewarding successful performance by schools and/or staff.

SUPPORTS (S)

Supports focus resources on specific needs and assist in overcoming identified challenges. The following are examples of district-wide supports that have served targeted populations:

S1. Supplemental, Research-Based Curriculum for Targeted Groups and/or Subjects

Achieve Maximum Potential (AMP) Reading System is a reading intervention for 7th grade students who are having difficulty accessing the content of their textbooks. Students who are below this level should be receiving the greater intervention, which READ 180 provides. AMP provides intense literacy instruction with easy transferability to content texts, and focuses on expository text and vocabulary words selected for their high frequency in students' content textbooks. Students use a student guide, which introduces and reinforces strategic skills in comprehension, vocabulary, fluency and structured writing.

Reading Edge is a reading intervention for 9th grade students who are below grade level in reading, and who are having difficulty understanding the content of the textbooks. Edge provides streamlined instruction, focusing on explicit modeling of best reading practices, to engage and motivate high school students in order to ensure their success. It includes essential questions and intense literacy instruction with easy transferability to content texts, and focuses on real-life expository texts and concentrated vocabulary words. Each student uses a student guide, which introduces and reinforces strategic skills in comprehension, vocabulary, fluency, language and focused writing.

READ 180 is an intensive reading intervention program (grades 7-12) that is proven to meet the needs of struggling readers whose reading achievement is below proficiency. Struggling readers are taught basic reading skills in multiple ways using technology, high interest leveled books and skills development activities. Routine and direct instruction in reading, writing, and vocabulary skills are foundations of the *READ 180* program. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, and high-interest literature.

FASTT Math helps struggling readers (grades 7 and 8) develop fluency with basic math facts in addition, subtraction, multiplication, and division. Using the Fluency and Automaticity through Systematic Teaching with Technology (FASTT) system, the software provides a continuously adaptive program that efficiently increases math fact fluency in customized, 10-minute daily sessions. Developing automatic recall of basic facts enables students to focus on higher-order math skills such as advanced computation, problem solving, and algebra. *FASTT Math* also includes prescribed print activities for those students who need additional instruction in the conceptual foundation of numbers and operations. *FASTT Math* continues to be available for all grade 4 and 6 students with a current active Academic Intervention Plan.

English Language Centers (ELC) provide intensive social and academic language support to recently arrived English Language Learners in grades 7-12, easing the transition for newcomer students while allowing them to work toward graduation standards. ELC students spend approximately 75% of the school day in intensive language classes, developing English skills while they study challenging content material such as geography, science, health, and math. As students develop English language proficiency, they progressively spend more and more time in mainstream classes.

S2. Additional Research-Based Curriculum/Framework

When students struggle in core subjects after receiving quality instruction faithful to the approved district curricular frameworks, a school may adopt additional research-based curricular programs to meet the instructional needs of the students. The following are examples of specific strategies that schools have used for meeting the instructional needs of students:

Core Knowledge is based on the ideas presented by E. D. Hirsch, Jr. in his well-known books, *Cultural Literacy: What Every American Needs to Know* and *The Schools We Need and Why We Don't Have Them*, and further developed by the foundation he established in 1986. In each grade students are exposed to a broad range of historical, scientific, and cultural

topics that build on one another to prepare them for later educational success. This wide array of subject matter develops cultural literacy, builds strong vocabulary and promotes creativity for teachers and students.

Reading First Grants focus on putting proven methods of early reading instruction in classrooms. Through Reading First, states and districts receive support to apply scientifically-based reading research—and the proven instructional and assessment tools consistent with this research—to ensure that all children learn to read well by the end of third grade.

S3. Additional Research-Based Professional Development

SPPS utilizes a comprehensive system of workshops, job-embedded coaching and collaboration at all levels to ensure consistent implementation of the district instructional models. Research-based professional development available for administrators include:

- Institute for Aspiring Principals
- Principals' Institute
- SPPS Leadership Model
- Principal mentorship
- 360 Degree Feedback

After determining school, program, department or system adherence to the district professional development model, opportunities could be identified to build staff capacity to deliver proven instructional strategies.

For additional information on professional development topics, see the document entitled *Accelerating the Path to Excellence: Professional Development to Ensure Academic Achievement in Saint Paul Public Schools* (pp. 75-76).

S4. Extended Time

All SPPS schools, particularly schools not meeting targets, provide additional instructional time on task in reading and/or math to students not achieving proficiency, including after-school programs, summer school or intersession instruction. Students may also benefit from a coordinated and aligned system of individual supports focused on academics via tutoring and/or mentoring. This can be done through volunteer partnerships. Students in Title I schools that progress to school improvement stages must have access to Title I resources for private professional tutoring. Area Learning Centers (ALC) also provide extended learning time for students that qualify.

INTERVENTIONS (INT)

Interventions go beyond instructional methods and professional development, addressing the underlying operations and structures that contribute to student achievement. In addition to the interventions discussed below, an audit may be conducted as an intervention mechanism.

INT1. School Choice

Title I schools in Stage 1 and above must notify families of their right to transfer their children to another school in the district.

INT2. Supplemental Educational Services

Title I schools in Stage 2 and above must offer low-income families the opportunity to access, at no cost to them, academic tutoring from external providers using an approved list provided by the State of Minnesota.

INT3. Decreased Management Authority

The administration may limit the school site budget and staffing decision-making autonomy in schools not meeting targets in multiple years. In these cases, district administration would make key decisions related to the school's need for improvement. The SCIP and budget process for all schools and programs outlines the Required Key Elements, and the Choice Elements to be followed.

A school that persistently does not meet AYP may be required to follow additional Key Elements in setting the budget.

INT4. Staff Replacement

In the event that a school progresses to School Improvement Stage 2, a school/district may choose to identify key instructional staff for focused improvement efforts and/or reassignment. Before staff replacement can be considered, formal and informal performance observation must occur. Proper documentation must accompany any request for staff replacement.

INT5. Outside Expert in School Reform and Leadership

In School Improvement Stage 2, a school may choose to engage experts or specialists from outside of the district to provide concentrated, intense, and results-oriented instructional support to teachers and/or building leadership. In Stage 3, the district could make this decision for the school. The terms of the consultant relationship must specifically state the activities to be undertaken and the way the work of the expert will be evaluated. Request for Proposals (RFP) may be issued to determine the best match for the specific task.

INT6. Restructured Internal Organization

When a school progresses to corrective action or experiences significant shifts in enrollment and/or academic performance the district may decide that the best course of action for improving student achievement is to reconfigure structural elements of the school. Reconfiguring the internal organization of the school will affect how students or teachers are organized for teaching and learning, such as grade configuration, departmentalization, looping, and scheduling. In this case, the district may also give the school a fresh start with new leadership, staff, students or programming.

OTHER NCLB RESTRUCTURING OPTIONS (OR)

Other restructuring options represent the measures that may be needed after all other incentives, supports and interventions have been implemented with fidelity and the desired result has not been achieved. While this type of intervention often receives the most attention and raises the most concern, SPPS is confident that in nearly every case a focused implementation of proven instructional and technical/operational approaches will yield the desired improvements without the need for major structural interventions.

OR1. District-Led Restructuring Options

In certain circumstances, a series of supports and interventions may not yield the needed results, which could lead the district administration to take a more comprehensive approach with a Title I school. In this case, the district would give the school a fresh start with new leadership, staff, students, grade configuration and/or academic focus and programming.

OR2. Private Management Company Restructuring

In cases where a school's needs for structural changes exceeds the district's internal capacity, the district could contract with a firm with a proven track record in the management of schools that have faced similar challenges to the identified school. RFP will determine the process.

OR3. Re-open as a Charter School

This intervention is set forth by NCLB. The district can apply to the Minnesota Department of Education (MDE) to convert a school or program into a charter school. SPPS will explore this option particularly if the charter school can remain a part of the district and the students can be counted towards total SPPS enrollment.

OR4. Turn Operation of School Over to Minnesota Department of Education

This intervention is set forth by NCLB. The Minnesota Department of Education can take over the operation of particular school or group of schools as a state intervention.

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