



CREATING GREAT OPTIONS



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Overview

On any given day, more than 35,000 children attend public schools in the city of Saint Louis. Charter schools educate approximately 10,000 students and the Saint Louis Public School District educates approximately 25,000. Teachers in these schools must fuel dreams and ambitions, but more importantly provide new experiences that prepare students for their futures. The most recent data from the Department of Elementary and Secondary Education indicates that has not always been the case for students attending public schools in the city of Saint Louis. Because their education must be strong enough to help eliminate any barrier, the Saint Louis Public School district has focused recent efforts on stabilizing academics, finances and governance.

These efforts were designed to improve academic outcomes and performance, and measureable gains have been made. According to the Missouri Department of Elementary and Secondary Education's 2010 **Annual Performance Report (APR)**, SLPS earned 5 accreditation points, out of a possible 14 points, an increase from 3 points in 2009. The categories in which points were earned include:

- Advanced Courses
- Career Education Courses
- College Placement
- Career Education Placement
- Bonus MAP Achievement

In addition, gains were made in the state's assessment of **Adequate Yearly Progress (AYP)**. AYP is a measure of school performance according to the federal No Child Left Behind Act. Thirteen (18%) of our schools earned AYP status in 2010. In previous years less than 12% of district schools achieved this status.

SLPS Schools Achieving AYP in 2010 were: Ames Visual & Performing Arts Elementary; Gateway Math & Science Elementary; Buder Elementary; Patrick Henry Downtown Academy; Clyde C. Miller Career Academy; Kennard Classical Junior Academy; Cole eMINTS Academy; McKinley Classical Junior Academy; Cote Brilliance Elementary; Nottingham Community Access & Job Training High School; Farragut Elementary; Northwest Academy of Law; and Metro Academic & Classical High School.

The results while encouraging are not sufficient. More needs to be done, and we are now ready to take the next steps by instituting new initiatives and policies that will continue to create higher quality school options and increase academic achievement. These measures are intended to increase the options for students in the Saint Louis Public Schools and improve the academic outcomes for students as well as return the status of the district to an accreditation status. Our students, their families, staff and the community expect this, and they deserve it.

In developing these initiatives we kept challenging ourselves, "How will this improve academic achievement for our students?" and "How will creating these options improve the quality of our schools and improve academic outcomes for our students?" The next steps became clear:

Early Childhood Education: Opportunities must be increased for students to start school earlier so they are better prepared for elementary school and more successful throughout their school years.

Portfolio of Schools – An Option for Growth: Legitimate, quality school programs, in addition to the traditional school setting, must be provided so that students and their families can choose an educational setting to match their learning style, interest and abilities. These multiple pathways options will increase access to a more disciplined and small class-size setting, providing the environment for students to excel academically.

School Choice: Our eighth graders are given the opportunity to select the high school of their choice.

Performance-Based Schools: Schools that are not adequately educating children should be closed.

Collectively, these initiatives will lead to creating higher quality school options for students and increasing the academic achievement for Saint Louis children. We recognize that students and families are making a choice to attend the Saint Louis Public Schools. These initiatives will give students and their families the confidence in knowing that they have made the right choice.



Early Childhood Education

Early Childhood Education (ECE) is the starting point for a high quality education. Starting at age 3, children enrolling at St. Louis Public Schools can receive an academically aligned Pre-K education that will prepare them for the core concepts taught at the elementary level as well as teach them the critical thinking skills necessary to succeed in secondary schooling and beyond.

More specifically, investment in ECE pays off in the long-run because its effects have the ability to:

- Increase vocabulary development;
- Provide developmentally appropriate practices for young children;
- Foster school readiness and an easier transition to kindergarten;
- Provide positive behavior support for children with challenging behaviors;
- Promote health and nutrition awareness; Including health screening for all children – hearing, vision, developmental, articulation and behavior;
- Encourage parental involvement;
- Promote positive relationships among all children and adults;
- Implement a curriculum that promotes learning and development for years to come;
- Provide a healthy/safe learning environment for children;
- Recruit and retain effective ECE teachers and provide on-going, research-based professional development teaching approaches;
- Create an on-going systematic, formal and informal assessment process; and
- Decrease special education referrals.

Unlike grades kindergarten through 12, the district does not receive per student state funding for Pre-K enrollment. However, the return on investment in early childhood education to our students, the district, and the community is indisputable. According to the Connecticut Early Childhood Alliance (2008), Early Childhood Education results in successful students:



- In Chicago, children who attended an early childhood education program were 29% more likely to graduate from high school than their peers who did not attend. Moreover, those who attended an early childhood education program were 41% less likely to require special education services than their peers who did not attend.
- In Michigan, fourth graders who attended ECE programs passed the state's literacy and math assessments at higher rates than their peers who did not attend.
- In Maryland, fifth graders who attended an ECE program were 44% less likely to have repeated a grade than peers who had not attended.

Early Childhood Education also results in stronger communities. Every \$1 invested in high-quality education programs saves tax payers \$7. The savings are found in reduction of remedial and special education, welfare, and criminal justice services. According to RAND (2008), "Well designed early childhood interventions have been found to generate a return to society ranging from \$1.80 to \$17.07 for each dollar spent on the program. Programs with better-trained teachers and smaller child-to staff ratios appear to offer more favorable results."

Early Childhood Education: The Proposal

During the 2010-11 school year Saint Louis Public Schools operated 77 preschool classrooms in 43 elementary schools reaching children age 3 to 5 years old. Thirty are Head Start collaborative classes, twenty-one are Title One funded, twenty-seven are in magnet sites and thirteen schools have 20 classrooms that serve children with developmental delays including three at Gateway Michael School for medically fragile preschoolers. Enrollment as of January, 2011 is 1,607. Preschool children receive a quality full-day, five day a week experience at no cost to families. Due to capacity constraints and funding there are approximately 472 children on waitlists at various sites. Five hundred fifty seven families applied for magnet preschool slots but were unable to be placed. Additionally, 327 developmentally delayed children are served by itinerant early childhood special education teachers in area daycares and Head Start centers.

SLPS is proposing 25 additional Early Childhood Education Classrooms (ECE) classrooms and two additional Early Childhood Special Education (ECSE) classrooms. Under this proposal, approximately 350 children can be served in these classrooms at no cost to parents, and accommodate most children and families on the district's current waiting list for early childhood education. **Simultaneously, the district is assessing the demand, cost and feasibility of adding even more ECE classrooms in current schools or opening a building as a dedicated early childhood center.**

Proposed Site and Classroom Additions:

Ashland	2 ECE classes
Clay	2 ECE classes
Cole	1 ECE class
Laclede	2 ECE classes
Froebel	1 ECE class/ECSE inclusive
Herzog	2 ECE classes
Hodgen	1 ECE/ECSE class
Jefferson	3 ECE classes
Peabody	1 ECE class
Lexington	3 ECE classes and 1 ECSE class
Walbridge	1 ECE class
Mason	1 ECE class
Shenandoah	2 ECE classes
Wilkinson	3 ECE classes

TOTAL 25 ECE classes and 2 ECSE classes

SLPS is also proposing to provide before and after school programs for ECE students. These programs will compliment school day lessons, while providing families with the flexibility necessary to fulfill their other daily obligations. The SLPS Early Childhood Department is in the process of seeking licensure to offer before and after care at 11 sites and would like to expand services to at least 30 sites. The fire, safety and sanitation inspections are on-going with some schools facing costly hurdles. To date, only Nance Elementary has met all necessary requirements. Adams, Columbia, Froebel, Hodgen, Jefferson, Lexington, Mason, Monroe and Woerner Elementary Schools, along with Sumner High School require minor repairs in order to become licensed sites.

As previously stated, the benefit of early childhood education to our youngest students will be seen in their academic achievement almost immediately and experienced by the community throughout their adult years. Because of the direct return on investment, SLPS will continue to provide these services for students and their families at no cost.

Parent Infant Interaction Program

Teenage pregnancy is a national issue, and in the Saint Louis Public Schools it is no exception. Teen parents must complete a heavy load of coursework, in addition to the awesome task of parenting their child. The District works to accommodate the additional needs of these parents to ensure they succeed academically and finish high school. This opportunity not only provides a support network for these teen parents, it also provides developmental and educational services for their child(ren).

Known as the **Parent Infant Interaction Program (PIIP)**, PIIP serves all pregnant and parenting students, male and female, by meeting their educational, vocational, physical, social, and emotional needs while paving the path to graduation. Established at Vashon High School, PIIP currently provides services to 33 families with children age six weeks to five years.

The other comprehensive high schools (Beaumont, Roosevelt and Sumner) have a teen parent population that could certainly benefit from expansion of the PIIP program to their schools. Currently, there are 25 pregnant teen parents at Roosevelt, 32 at Beaumont, and 15 at Sumner. Just as with Vashon, **the district believes it is imperative that the needs of these teen parents and their children are met by expanding PIIP to the remaining comprehensive high schools.**

It is widely recognized that attendance of teen parents at school is impacted by pregnancy-related absences, child illnesses, and other related issues. Without support, such as academic counseling, teen parents, particularly mothers, struggle to transition back to school after their “maternity leave.”

PIIP trend data is showing that issues around teen parent school attendance and academic achievement are being addressed. For example, in 2008-09, of the seven students enrolled in PIIP as seniors, five graduated and went on to pursue post-secondary experiences. In 2009-10, seven of the eleven female students participating in the program as seniors graduated and enrolled in a post-secondary institution.



Parent Infant Interaction Program

For the children of teen parents, the benefits of PIIP will be long lasting. It is widely documented that quality early childhood education, such as that provided through PIIP, provide children a head start in reading, math and critical thinking skills. The success of the program can be attributed to its five-part approach to supporting teen parents and their children:

CRIB/Infant Toddler Care offers qualifying parents Missouri State licensed, individualized child care for children six weeks to five years old. During inclement weather, this program provides transportation for teen parents and children. The Program provides preschool children with language, cognitive and early reading skills for success in kindergarten and beyond. Staff provides educational activities to promote early literacy and language development for children as well as information to parents on child development and parenting skills.

The Prenatal Literacy and Adolescent Nurturing (PLAN) component encompasses services designed to meet the individual needs of prenatal and parenting students, including: Parents as Teachers (PAT) group meetings, child development screenings, and developmentally appropriate parent/child activities. This area also includes the **Male Involvement Component (MIC)** which offers support and mentoring to adolescent male parents.

Project CORE (Challenging Opportunities, Resources and Experiences) supports programs such as Conscious Choice, in its second year, a pregnancy prevention program to all SLPS high school students. PIIP provides support including a speaker's bureau with community resources such as Better Family Life mentoring programs for students.

Project Redirection is the school-based component designed to service pregnant and parenting students enrolled at Vashon. It also has a continuing education and alternative education component in which students enrolled in a higher education institution after graduation from Vashon can bring the child to PIIP while they continue pursuing their education.

The **PIIP Tracking System** monitors outcomes of pregnant and teen parenting adolescents throughout the Saint Louis Public School District, making sure they are in contact with the school nurse and have a supportive and successful prenatal experience.

Teen parenthood is an issue that SLPS meets head-on. The PIIP program provides an opportunity for teen parents to reach their academic goals while receiving parenting support that can be the foundation for a strong family. Early childhood component prepares the next generation of students for elementary school and beyond.



Portfolio of Schools – An Option for Growth: Charter School Sponsorship

Saint Louis Public Schools is committed to meeting the educational needs of all children. Our existing schools provide a traditional environment that fits the educational needs of the student majority; however, there are students who are better suited in a non-traditional learning environment. **To meet the needs of these students, Saint Louis Public Schools will consider proposals for charter school sponsorships with specialized programs catering to innovative education settings.**

Several new innovative educational programs have a proven track record of success in academics, but require a certain degree of autonomy and flexibility. Moreover, the financial costs and the professional expertise to support the program's operation cannot be carried by the District alone. However, the minimum requirements for a charter agreement will be very high, but can be achieved. Charter schools that produce high academic achievement among students in an urban setting are desired. As evidenced by the table below showing the percentage of students testing as proficient or advanced on the MAP test, promoting the status quo is not acceptable.

Test Scores for Public and Charter K-8 Schools in St. Louis												
<i>Numbers represent the percentage of students who scored proficient or advanced on the 2010 MAP Test.</i>												
School	CA 3rd	CA 4th	CA 5th	CA 6th	CA 7th	CA 8th	MA 3rd	MA 4th	MA 5th	MA 6th	MA 7th	MA 8th
St. Louis Public	24.4	27.7	30.6	27.2	25.5	25.5	25.8	23.9	27.8	28.4	27.7	24.6
St. Louis Area Charter Schools												
City Garden Montessori	60	50	100				60	83.3	0			
Confluence Academies	20.5	26.9	33.9	25.6	27.9	34.9	27.6	26	39.8	33.7	35	35.7
Ethel Hedgeman Lyle Academy	8.8	9.9	5.9	7.5	11.1	12	8.8	4.2	2.9	10	5.6	10
Imagine Academy - Acad. Success	1.9	8.2	0	6.8	7	4.3	5.6	10.2	5.7	4.5	7	0
Imagine Academy - ES & MA	7.5	8.1	8.7	14	8.3	18.3	6.9	8.7	7.4	11.5	7.5	14
Imagine Academy of Careers	3.9	17	18.2	15.4	15	21.4	3.9	6.4	6.8	15.4	11.2	11.1
KIPP Inspire Academy			22.1						33.8			
Lift for Life Academy				21.3	21.7	23				20.2	16.9	45.3
Paideia Academy	6.7	5.8	1.5	3.8	13.8	10.7	2.2	1.9	1.5	1.9	10.8	5.5
St. Louis Charter School	24	30.9	33.9	37.8	38.3	48.9	38	27.3	27.8	34.2	48.6	40.2
Shaded/bold indicates a grade level/subject area in which St. Louis Public Schools outperformed the charter school listed.												
SLPS outperformed charters in 72% (71/98) of the cases.												

Test Scores for Public and Charter High Schools in St. Louis		
<i>Numbers represent the percentage of students who scored proficient or advanced on the 2010 End-of-Course Exams</i>		
	Comm. Arts (English 2)	Math (Algebra 1)
St. Louis Public	48.3	26.2
St. Louis Area Charters		
Confluence Preparatory Academy	54.3	67.5
Construction Career Center	29.9	50.0
Ethel Hedgeman Lyle Academy	31.3	4.0
Imagine College Prep High	27.9	12.2
Life for Life Academy	55.6	38.8
Shaded/bold indicates a test in which St. Louis Public Schools outperformed the charter school listed.		
SLPS outperformed charters in 50% (5/10) of the cases.		

The District is willing to sell or lease vacant buildings to charter schools. Given our devotion to a higher quality of education in the city of Saint Louis, and our race against time to provide it, we will not blindly sell or lease a building without regard to the quality of the school or school plan and whether it is meeting an existing demand. Market rate, regardless of sale or lease, for the buildings will be a requirement. If sale proposals are considered, the school's academic plan and performance results will be as important as the price. For leases, there will be very clear academic performance requirements. If the academic requirements are not met, the leases will be terminated. As stated before, the children of our community deserve higher quality schools and a higher quality education. Any proposals presented to the district to sponsor a charter school or make a building available for a charter school must demonstrate the ability to maintain high academic achievement.

Portfolio of Schools-Options for Growth: African-Centered Curriculum Program

SLPS is proposing to create an African-Centered Curriculum Program at a District elementary school.

According to education professor Carol Lee of Northwestern University, "Public schools have failed African-American students, as shown by lower graduation rates and lower achievement." Lee's response to the situation was to start the Betty Shabazz Afrocentric Elementary School in Chicago in 1998. Today, there are three schools in the program, serving more than 800 students from kindergarten through 12th grade. And, more importantly, Lee boasts that "more than 77 percent of our students achieve at or above normal on Illinois state tests.

Extensive research, conducted by scholars of Afro-centric thought, has resulted in a comprehensive, authentic educational model that represents the best philosophies and practices of African and African American education. This model includes several fundamental principles that are critical aspects of African-Centered philosophy, such as:

- A definition and interpretation of reality from an Afro-centric perspective;
- An emphasis on the acquisition of primary and higher-order thinking skills of critical, analytical, and creative thought;
- The promotion of a strong desire among African American youth to serve their people and communities;
- An emphasis on value orientation and the development of a positive and proactive concept of the self, society, and the world; and
- The inculcation of a respect for human diversity.

In Detroit, the African-Centric Marcus Garvey Academy teaches elementary students self-esteem, respect and cultural values along with reading, writing, arithmetic and other academic skills. The school is open to anyone in the Detroit Public Schools District. The school has made Adequate Yearly Progress each year for the past eight years, outperforming the state average in most categories on the Michigan Educational Assessment Program exams.

It should be noted that when the Detroit Public School District closed 29 schools last year, Marcus Garvey Academy was moved to a different location and saw its enrollment more than double. The result was a drop in student test scores for the 2009/2010 school year.

Closer to home, the Kansas City Public Schools have four Afrikan-Centered Education Collegium Campus Schools, serving students in grades PK-12. The elementary school enrolled 366 students last year with 75.3% qualifying for free or reduced lunch status. The elementary students posted a 95.6% attendance rate, with 53.6% of the students scoring Proficient or Advanced on the Communication Arts MAP tests (compared to the district average of 31.3%) and 52.7% of the students scoring Proficient or Advanced on the Mathematics MAP tests (compared to the district average of 30.8%).



Portfolio of Schools-Options for Growth: Multiple Pathways

Alternative Education is designed to meet the needs of at-risk students who are not succeeding in the traditional setting. Students are provided with a variety of options that can lead to graduation and are supported by services that are essential to success for the student and his or her immediate family. The goal is to develop programs that proactively address the needs of these students rather than create destinations for punishment. The end result should be higher attendance, improved classroom behavior and improved academic achievement.

An alternative education model that seems to be working can be found in the state of Indiana. While each of the Indiana Department of Education's alternative education programs is unique, they share characteristics identified in the research as common to successful alternative schools.

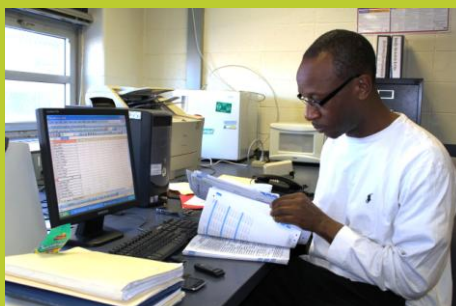
- Maximum teacher/student ratio of 1:15
- Small student base
- Clearly stated mission and discipline code
- Caring faculty with continual staff development
- School staff having high expectations for student achievement
- Learning program specific to the student's expectations and learning style
- Flexible school schedule with community involvement and support
- Total commitment to have student be a success

Alternative education types include but are not limited to: alternative classrooms, school-within-a-school programming, separate alternative schools, and second or last-chance schools for disruptive students. Just as there are many types and settings for alternative schools, there are many delivery models based on the programs' philosophy and the needs of the students they serve. Some follow a school community partnership model that features collaboration with the larger community. Others may combine academics with a vocational intervention that focuses on making school meaningful while preparing students for the workforce. Still others employ a behavioral intervention model.

To qualify as an alternative education program, the program must "be an educational program for eligible students that instruct the eligible students in a different manner than the manner of instruction available in a traditional school setting."

The latest data available for Indiana's alternative education programs demonstrates success. Consider:

- 76% of the 6-12 grade students had positive outcomes
- 60% of the 23,607 students met or made progress toward individual goals set in the Individual Service Plan
- 50% of 12th graders received a diploma



Portfolio of Schools - Options for Growth: Gender Schools

SLPS is proposing the establishment of four gender specific schools – two elementary schools and two middle schools.

Across the nation, gender specific public school classrooms and schools are becoming more frequent. In 2002 there were approximately 11 public school single sex schools and in 2009 the projection was 540 and growing. The schools are established with the expectation that academic achievement will improve while behavior incidences will decrease.

Multi-year research on the effectiveness of these schools in the public school setting is on-going. Initial findings have shown that improvement can occur. For example, Woodward Avenue Elementary, outside of Daytona Beach, Florida, began offering single gender classrooms approximately five years ago. A study by Stetson University compared the performance of fourth graders in co-ed versus single gender classrooms on the Florida Comprehensive Assessment Test in writing. In the co-ed classrooms, 59 percent of girls passed the FCAT, while in the single-gender classrooms, 75 percent passed. Thirty-seven percent of the boys in co-ed classrooms earned passing scores while 86 percent passed in single gender rooms.

The Dr. Walter Cunningham School for Excellence in Waterloo, Iowa, began offering the option of either single-sex or coed classrooms in 2003. This school is similar in demographics to an SLPS elementary school. Teachers at the school have found that:

- Boys and girls thrive with different types of instruction and in different environments
- Boys can think better if they are able to move around
- Boys respond positively to team competition in academics
- Boys do well with high stakes tests, time limits, and cooperative learning
- Discipline among boys has improved
- Girls need unconditional positive reinforcement
- Girls need to be encouraged to be risk-takers when performing academic tasks
- Girls respond well to group work, and real-life applications of their lessons

This year, Yeatman Middle School has divided the school to create a single-gender learning experience. The initial review of the first semester has shown improved academic achievement and reduced discipline incidences. The results nationally, and Yeatman's initial experience, are enough to warrant expanding a single gender program to four schools. The format of the schools has not yet been determined, but there are options:

- Only boys in the building
- Only girls in the building
- Boys and girls in the same building but in separate classrooms
- Boys and girls in the same building and together for some classes but divided for others

Additionally, professional development will be provided to staff to tailor their teaching methods for a single-gender setting.



Performance Based Schools

As stated from the beginning, this is a proposal for creating higher quality school options and increasing academic achievement results for students in Saint Louis. The district is taking the steps to improve teaching and learning in every school. However, there may be times when it is necessary to reconstitute or close a school if the data indicates that students are consistently failing to improve.

SLPS has **not** maintained an official policy that sets forth criteria for reconstituting or closing a school due to poor performance. Such a policy would set forth clear parameters regarding performance that would lead to such an action. Other urban school districts across the country have developed a reconstitution or closure policy. For example, the Chicago Public Schools can close or create turnaround schools for chronic low performance; for low enrollment and underutilization; or if a building has fallen into a state of substantial disrepair. The New York Public School District also has a similar policy.

A reconstitution or closure policy also helps students, families, staff and the community have a clear understanding of the expectations for any of the schools in the district. SLPS is sincere in its efforts to be transparent about how we operate schools and what the expectations are as we press forward in our commitment to high quality schools and higher quality education.

A proposed draft of criteria for reconstitution or closure for elementary, middle and high schools is as follows:

BOARD POLICY XX. District enrollment and building usage, capacity and instructional performance shall be monitored by the district. A master plan for building usage shall be developed and updated by the superintendent at least every three years. A report to the Board including such matters as instructional performance, usage and capacity, enrollment over the last three year period and future enrollment trends shall be included in the report. Any school building whose academic performance and enrollment have suffered a decline over a consecutive three year period shall be considered for closing or reconstitution. Data review can go back five years from the school year the recommendation is being made. Schools under intervention models like the School Improvement Grant, University of Virginia and others will have considerations according to the requirements of the particular model.



Performance Based Schools

In determining which school or schools shall be closed and/or reconstituted, the following factors shall be considered:

I. **Academic Performance** (Formative/Summative assessment performance trends, student/teacher attendance) specific to:

a. Elementary Schools:

- i. Increase MAP Reading and Math scores by meeting safe-harbor or school-based targets
- ii. Increase attendance by 2% annually OR maintain the 93% target
- iii. Attain 100% return on Free and Reduced meal applications
- iv. Increase Reading and Math benchmark scores in Tiers 3 & 4 by 5-10% for each predictive assessment

b. Middle Schools:

- i. Increase MAP Reading and Math scores by meeting safe-harbor or school-based targets
- ii. Increase attendance by 2% annually OR maintain the 93% target
- iii. Attain 100% return on Free and Reduced meal applications

c. High Schools:

- i. Advanced Courses meet MSIP Standards
- ii. CTE Courses meet MSIP standards
- iii. Increase number of seniors scoring 21 on the ACT and the project test average annually
- iv. Increase graduation rate annually
- v. Increase attendance by 2% annually OR maintain the 90% target
- vi. Increase the EOC scores annually or to the target level or maintain the standard

II. **Capacity** (i.e. efficient and effective; conducive to high-quality teaching and learning, equitable sharing by students throughout the district, space to accommodate choice of community schools and open enrollment)

III. **Age and Condition** (i.e. operation and maintenance costs, costs of closing facility, energy consumption and costs, cost to renovate, handicap accessibility)

IV. **Ability to maintain geographic feeder patterns** from elementary school, to middle school, to high school, to assure K-12 reasonable continuity.



School Choice

High quality schools are filled with students who want to be there. One of the easiest ways to improve a school and academic achievement is to fill it with students who want to be there. It seems like a relatively simple solution.

In SLPS, the four comprehensive high schools are the only high schools where students currently do not have a choice in their assignment. The student is assigned to one of the comprehensive high schools based on their home address. In contrast, the magnet and choice high schools are populated by students who have exercised their choice and selected to attend these schools based on meeting entrance requirements.

A look at some of the key performance indicators at the comprehensive high schools as compared to magnet and choice high schools reveals some startling data:

- The dropout rate at the comprehensive high schools is more than twice the overall District average
- The graduation rate at the comprehensive high schools is 25% below the District average
- The composite ACT scores at the comprehensive high schools is more than 2 points below the District average
- The attendance rate at the comprehensive high schools is more than 10% lower than the District average

Clearly there is a connection between academic success at the high school level in SLPS and the option for a student to choose or not to choose the high school he or she attends. When a student is in 8th grade, he or she is fully capable of identifying a high school setting that is interesting and will entice them to come to school each day, ready to learn. SLPS 8th graders can make this decision for the 2011-2012 school year.

This spring, eighth graders who are not assigned or selected to a magnet or choice high school will have the opportunity to select which of the four comprehensive high schools (Beaumont, Roosevelt, Sumner, Vashon) he or she would like to attend as a freshman in Fall 2011. There will not be any limitation based on proximity of residence to the school and the district will provide transportation. Each year thereafter, the student will declare their intent to return to the school.

This is an exciting opportunity for our students and should build additional enthusiasm for high school. The first step to educating a child is having him or her attend school. By selecting their high school, students will be more likely to attend on a daily basis, which will lead to improved academic achievement and eventually graduation.



Other Items for Consideration:

1. Facilities
2. Teacher evaluations tied to student performance
3. Desegregation Agreement

