
I
THE BOARD OF EDUCATION OF THE CITY OF ST. LOUIS
OFFICIAL REPORT
REGULAR BUSINESS MEETING
JANUARY 14, 2020
ST. LOUIS, MO

M I N U T E S

The Board of Education of the City of St. Louis convened its monthly business meeting on the above date. The meeting was held at the Administrative Building, 801 North 11th Street, Room 108, St. Louis, MO 63101. Those in attendance were Mrs. Dorothy Rohde-Collins, Mrs. Natalie Vowell, Dr. Joyce M. Roberts, Ms. Donna Jones, Ms. Susan R. Jones, Mr. Adam Layne, Superintendent Dr. Kelvin R. Adams, Mr. Jeffrey St. Omer of Mickes O'Toole, LLC and Ms. Ruth Lewis, Executive Administrative Assistant. Ms. Tracee Miller participated via skype.

CALL TO ORDER AND ROLL CALL

President Rohde-Collins called the meeting to order at 6:45PM.

AYE: Ms. Donna Jones Ms. Susan R. Jones Mr. Adam Layne
 Ms. Tracee Miller Dr. Joyce M. Roberts Mrs. Natalie Vowell
 Mrs. Dorothy Rohde-Collins

A quorum was present.

The Board and audience recited the Pledge of Allegiance.

STUDENT/STAFF RECOGNITIONS

The student winners of the 10th Annual Kevin Coyne Arts Contest were Irene Nishime, Vivien Pruitt, Bella Patino, Zahra Mohammady, Ashley Ramone Aguirre, Joshua Whitt, Annalesia Phung, TomMackenzie Gregory, Michael Evans, Peyton Blakemore, and Yuridiana Floresmy Pessoni. Honorable Mention went to Marquan Holman, Latwan Crews, Doriya Thornton, Sirius Robinson, Sophia Wallau, Julia Civettini, and Natel Knox. The theme for these winners was *Block Bullying; Embrace Empathy*.

The Wellness Committee was honored with the Silver Level Award by Ms. Elizabeth Montgomery, Director of Community Impact of the American Heart Association. Committee members are Clarissa Buckley, Jane Sykes, Althea Albert-Santiago, Joyce Robinson, Misty Dobynes, Charlie Bean, Crystal Gale, Charles Burton, Casetta Brown, Anita Mize, Myra Pendleton, Meredith Pierce, Becky Schmidt, Allison Brungardt, Lynn Murdick, and Jeanne Van Fleet. Mrs. Karen Shelton-Henry is the Certified Corporate Wellness Specialist.

The final recognition went to Colonel Lisa Taylor-Brown. Colonel Taylor was retiring after 30 years of services with the St. Louis Public Schools. The Board of Alderman of the City of St. Louis honored Colonel Taylor with a Proclamation to her esteemed services. Alderwoman Shamee Clark-Hubbard presented the honorary acknowledgement to Colonel Taylor.

PUBLIC COMMENTS

Dr. Karen Cason, an employee of the St. Louis Public Schools shared personal comments about personnel related issues.

Mr. William "Bill" Monroe, CEO of Harriet Tubman, Inc., offered comments about saving Beaumont High School for use as a technical career-based school under the auspices of Harriet Tubman, Inc. Mr. Monroe also thanked the Board for allowing his tour of Beaumont.

Mrs. Carla Alexander spoke in support of keeping Dunbar Elementary School open.

Ms. Velma Bailey, Ms. Carmen Ward, and Crystal Barnett spoke about bullying and of the critical need to address urgently.

Mrs. Erma Nevels-McNeil, Vice President of Region 4 Missouri Retired Teacher Association asked for the Board's support in securing a Cost of Living Adjustment (COLA) for retirees of the St. Louis Public School Retirement System.

Ms. Del Rio Swink demanded a resolution regarding her daughter.

Ms. Tracy Spies, PTO President at Kennard Classical Jr. High Academy reported 70% of the community voted to rename Kennard after Mrs. Betty Wheeler a long-time educator and activists who founded the Metro High School. Mrs. Wheeler is deceased.

APPROVAL AND ADOPTION OF THE JANUARY 14, 2020 REGULAR BUSINESS AGENDA

On a motion by Mrs. Vowell, and seconded by Ms. S. Jones, on the following roll call vote, the Board voted to adopt and approve the January 14, 2020 Regular Business Meeting Agenda.

AYE: Ms. Donna Jones Ms. Susan R. Jones Mr. Adam Layne
 Ms. Tracee Miller Dr. Joyce M. Roberts Mrs. Natalie Vowell
 Mrs. Dorothy Rohde-Collins

NAY: None

The motion passed.

APPROVAL OF MINUTES

None to present this meeting.

SUPERINTENDENT'S REPORT

(INFORMATIONAL ITEMS)

Informational items presented were:

New Bond Issuance	Mrs. Angie Banks, CFO/Treasurer
Academic Update	Dr. Paul Knight, Chief Academic Officer
MSIP VI	Mrs. Cheryl VanNoy, Deputy Superintendent
	Accountability/Technology Services

The presentations are attached to these minutes (see pages 5-7).

BUSINESS ITEMS (CONSENT AGENDA)

On a motion by Mrs. Rohde-Collins, and seconded by Mrs. Vowell, on the following roll call vote, the Board voted to approve Resolution Numbers 01-14-20-01 through 01-14-20-02.

AYE: Ms. Donna Jones Ms. Susan R. Jones Mr. Adam Layne
 Ms. Tracee Miller Dr. Joyce M. Roberts Mrs. Natalie Vowell
 Mrs. Dorothy Rohde-Collins

NAY: None

The motion passed.

(01-14-20-01) To approve the acceptance of funds in the amount of \$446,100.00 from the Parsons Blewett Memorial Fund to support teacher certification programs in Montessori (\$24,000), Gifted Education (\$65,700) and Reading Specialist Certification (\$356,400). This opportunity is open to all certificated teachers in SLPS in all elementary, middle, and high schools who apply for the open spots. The grant period is January 1, 2020 through December 31, 2020. This opportunity aligns to Transformation Plan 3.0 Pillar 3, Goals 3B and 3C.

(01-14-20-02) To approve a sole source contract with Forecast 5 Analytics, Inc. to provide a financial dashboard for the period January 1, 2020 through June 30, 2022 at a cost not to exceed \$103,200.00 over 3 years. The District receives a discount for signing a 3-year agreement. The service will include the development, storage, support and training on an interactive dashboard for the financial area of the District. This service supports Pillar 1: Excellent Schools, Goal 1C: Financial Sustainability.

On a motion by Mrs. Rohde-Collins, and seconded by Mr. Layne, on the following roll call vote, the Board voted to approve Resolution Number 01-14-20-03.

AYE: Ms. Donna Jones Ms. Susan R. Jones Mr. Adam Layne
 Ms. Tracee Miller Dr. Joyce M. Roberts Mrs. Natalie Vowell
 Mrs. Dorothy Rohde-Collins

NAY: None

The motion passed

(01-14-20-03) To ratify and approve a Memorandum of Understanding with the Roosevelt Community Council (RCC) for use of the Roosevelt High School and to provide approximately six to nine District teachers to carry-out the City of St. Louis' Youth at Risk Crime Prevention Afterschool Program (program). The program is grant funded by the City of St. Louis' Youth at Risk Crime Prevention Program. District teachers will receive extra service pay via the grant dollars paid to the District. The 2019-2020 school year is the first year of a two-year grant, January 1, 2019 through December 31, 2020, pending funding availability for year 2. The St. Louis Public Schools Foundation acts as the fiscal agent under the grant. The RCC partnership supports the district's Transformation Plan 3.0 goals, Pillar 1: District Creates a System of Excellent Schools and goal 1A: Student Attendance and Pillar 2 – Advance Fairness and Equity, goal 2B: Equitable Resource Distribution.

NEW BUSINESS

On a motion by Dr. Roberts, and seconded by Mr. Layne, on the following roll call vote, the Board voted to send a Letter of Intent to the Council of Great City Schools for the purpose of sharing the Board's plans to serve as the Conference Host for the Conference of Great City Schools, Fall Conference in the year 2023.

AYE: Mr. Adam Layne Dr. Joyce M. Roberts
NAY: Ms. Donna Jones Ms. Susan R. Jones
 Ms. Tracee Miller Mrs. Natalie Vowell
 Mrs. Dorothy Rohde-Collins

The motion failed.

On a motion by Mrs. Rohde-Collins, and seconded by Ms. S. Jones on the following roll call vote, the Board voted to support and approve the Superintendent's efforts when addressing DESE to reinstate the Equity and Access standard on its own merit, and to not embed the Equity and Access standing in other areas of the proposed rule change.

AYE: Ms. Donna Jones Ms. Susan R. Jones Mr. Adam Layne
 Ms. Tracee Miller Mrs. Natalie Vowell Mrs. Dorothy Rohde-Collins

NO VOTE CAST: Dr. Joyce M. Roberts
(LEFT MEETING)

The motion passed.

BOARD MEMBER(S) REPORTS

Dr. Roberts brought forth a proposed resolution titled "Missouri School District Secure Storage Notification" for the Board's consideration. She asked for those members who may have an interest in commenting/modifying the resolution to contact her.

Mrs. Vowell provided an update relative to the September 5, 2019 meeting on community violence. She reported Kansas City and St. Louis reached out to the Missouri School Boards' Association for a dialogue on Mental Health Services and Trauma for students.

ADJOURNMENT

There being no further business, on a motion by Mrs. Rohde-Collins and seconded by Mr. Layne on the following roll call vote, the Board voted to adjourn the open session meeting at 9:02PM and reconvene the close session meeting.



AYE: Ms. Donna Jones Ms. Susan R. Jones Mr. Adam Layne
 Ms. Tracee Miller Mrs. Natalie Vowell Mrs. Dorothy Rohde-Collins

NO VOTE CAST: Dr. Joyce M. Roberts
(LEFT MEETING)

The motion passed.

ATTESTED BY:



DR. JOYCE M. ROBERTS
BOARD MEMBER – SECRETARY

NEW BOND ISSUANCE

PRELIMINARY ANALYSIS

Angela Banks
January 14, 2020



CURRENT STATUS

- Outstanding General Obligation Bonds
 - Nine bond issues from June 2007 – December 2017
 - \$231 million in principal
- Debt Service Status
 - \$0.6211 debt service tax levy
 - ~ \$20 million fund balance

AGENDA

- Current State
- Preliminary Analysis
- Next Steps
- Questions

Analysis provided by Stifel, Nicolaus & Company

ASSUMPTIONS

- Legal Debt Capacity ~ \$443 Million
 - Assessed Valuation * 15% less outstanding principal
- No Tax Rate Increase (\$0.6211)
- Bond Ballot Initiative in April 2021
- Issue ~\$150 Million Bonds

Analysis provided by Stifel, Nicolaus & Company



NEXT STEPS



- Determine Issuance Amount
- Identify and Prioritize Projects
- Plan Campaign



QUESTIONS




CHIEF ACADEMIC OFFICE REPORT

ACADEMIC UPDATE
Dr. Paula Knight
January 14, 2019


ATHLETICS

- Increase student participation in District athletics
- Increase post-secondary opportunities for students who participate in athletics/activities
- Improve professional development opportunities for coaches to improve skill set of sports/activities they coach
- Currently offer 11 sports; on average, schools offer at least 6 of the 11 sports
- 60-100 students per school participate in athletics year round.
- Connect with local colleges/universities to help coaches understand recruitment process; host clearinghouse events for parents/guardians*



AGENDA

- Departments
 - Athletics
 - College & Career Readiness
 - Curriculum
 - Early Childhood Education
 - ESOL
 - Professional Development
 - Special Education
 - St. Louis Plan
 - Additional Supports
- Under Consideration
- Questions



COLLEGE & CAREER READINESS

- Continue success with Freshmen Success Teams
- Incorporate Individual Career And Academic Plan (four year planning) from DESE utilizing Missouri Connections in all high schools
- Percent of freshmen with a 2.0 or greater increased from 74% in 2018 to 79% in 2019
- Initiated Freshmen mentoring program at 3 high schools with 3 more beginning next year
- Dual Credit opportunities have been expanded with the addition of Law Enforcement Dual Credit at Northwest with STLCC
- Continue promoting school participation in Robotics*

CURRICULUM

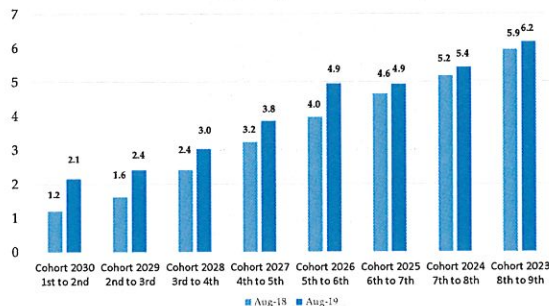


- Focused Instructional Learning Walk protocol
- Alignment, implementation, and monitoring support of the standards-based curriculum
- Aligned Common Formative Assessments that mirror MAP/EOC type questions
- Interventions for struggling readers
- Standards Grading and Report Cards*

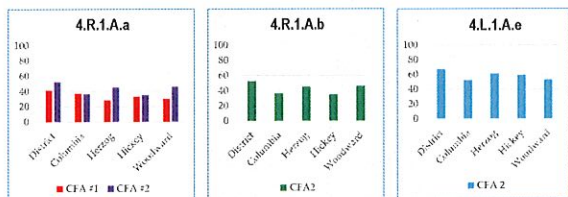
CURRICULUM



August 2018 to August 2019
Grade Equivalent



CURRICULUM



- 4.R.1.A.a: Drawing conclusions and providing textual evidence of what the text says explicitly as well as inferences drawn from the text.
- 4.R.1.A.b: Drawing conclusions by providing textual evidence of what the text says explicitly.
- 4.L.1.A.e: Use subject/verb agreement with 1st, 2nd, and 3rd-person pronouns.

EARLY CHILDHOOD EDUCATION



- Decrease open seats by registering new families
- Provide high quality professional development opportunities for Early Childhood Educators
- Support Pre-Kindergarten Educators in curriculum, instruction and assessment implementation
- Implement common assessments utilizing DRDP, report cards and STAR Early Literacy systems to identify kindergarten readiness *

EARLY CHILDHOOD EDUCATION


2019-2020

Enrollment as of 12/2019

2018-2019

Enrollment as of 12/2018

	Gen Ed	SPED	Magnet	Total		Gen Ed	SPED	Magnet	Total
Capacity	1343	201	670	2204	Capacity	1324	191	690	2205
Filled seats	1321	153	629	2103	Filled seats	1328	139	625	2092
Open Seats	22	48	41	101	Open Seats	18	52	65	113

ESOL

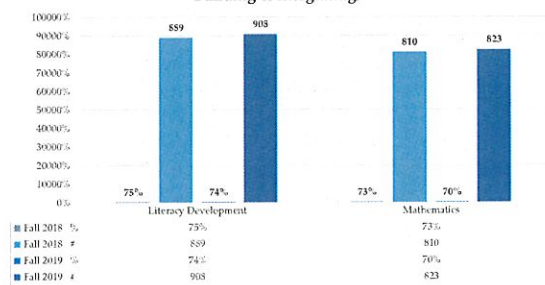


- ELL Instruction: implementation of co-teaching & SIOP (Sheltered Instruction Observation Protocol), use of ELL portfolios and ELD (English Language Development) Benchmark assessments for progress monitoring and reclassification
- ELL PD: SIOP and co-teaching cohorts, site-based ELL PD in ESOL center schools
- ELL Parent Support: events for ELL families; bilingual parent library in 7 languages
- Language Access: supporting communication between ELL parents and school staff through in-person and telephonic interpretation, robo-calls in multiple languages, and a library of translated documents*

EARLY CHILDHOOD EDUCATION



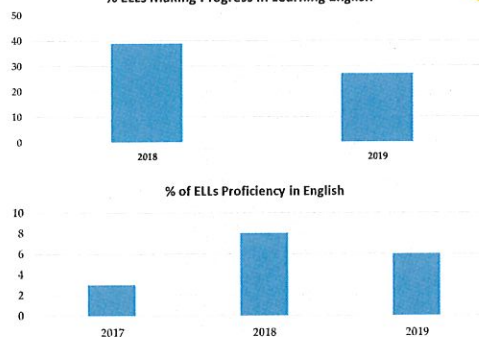
Fall 2018 - Fall 2019 Kindergarten Ready
(% of P4 Students at Two Highest Rating Levels of DRDP:
Building & Integrating)



ESOL



% ELLs Making Progress in Learning English



% of ELLs Proficiency in English



PROFESSIONAL DEVELOPMENT



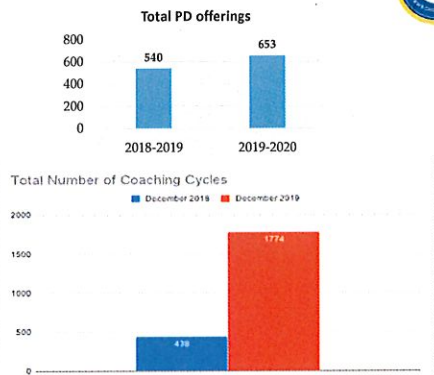
- Districtwide Professional Development: Cohort PD and Booster Sessions
- Providing professional development on literacy and math instruction for Academic Instructional Coaches
- Supporting Academic Instructional Coaches to prioritize coaching cycles (Goal Setting, Pre-Observation, Observation, Post-Observation, Next Steps)
- Professional Development (Certification Programs): Produce highly qualified teaching staff through certification programs with job-embedded PD components*

SPECIAL EDUCATION

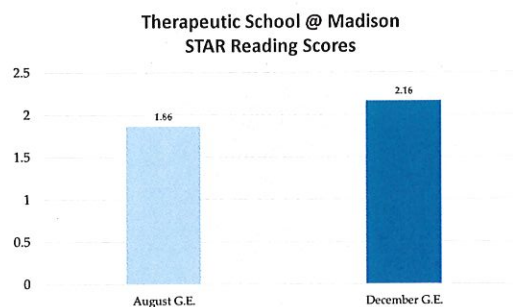


- **DESE Self Assessment Compliance:** DESE found 2 of 3 Indicators as "In Compliance".
- **MAP-A Compliance:** DESE's ESSA initiative per MAP-A cannot exceed one percent of the total number of all students within a district taking the MAP/EOC. SPED efforts reduced our 2.2% (236) to 1.3% (103) to honor DESE SPED expectations.
- **SPED Staffing & Professional PD:** In Support of SLPS' Transformation Plan 3.0 (Goal 2) the Office of Special Education continues search efforts for SPED staffing needs.*

PROFESSIONAL DEVELOPMENT



SPECIAL EDUCATION



ST. LOUIS PLAN



- **New Teacher Academy** – Professional development targeted for 1st year teachers
- **Induction Coaching**- Provides support and/or evaluation with public school experience who are in their 1st year with SLPS
- **Substitute Training** – Training for all substitutes to prepare them for classroom content*

ADDITIONAL SUPPORTS



- **Academic Operations-**
 - Manage procurement and fiscal processes for Academic office; develops RFPs and tracks programs/expenditures
 - Support the development of RFPs for the Math K-12 and Science K-12 Textbook Adoption*
- **Culture and Climate**
 - Developed District Action Plan developed by the District Culture and Climate Committee to implement practices, systems and data-based decisions
 - Tier 1 Student Support Teams in place at all SLPS schools*
- **Gifted and Talented**
 - Gifted Lottery Testing
 - Universal Testing
 - The 3rd Annual SLPS Chess Tournament
 - During the 2019-20 school year 3,248 students were assessed by the Gifted Office
 - Universal Testing of 3 and 4 year olds*

ST. LOUIS PLAN



Teacher Retention Data		
	Beginning total	Percentage of retention for the 2018-19 School Year
Teachers With No Public School Experience	168	87.6%
All Teachers New to SLPS during the 2018-2019 School Year	315	88.5%

ADDITIONAL SUPPORTS



- **Leadership Development**
 - Increase leader retention through professional learning opportunities and mentorship with teachers and leaders
 - Increase recognition and advocacy through the Educator and Leader of the Year Program
 - Further increase capacity through cohort development of teachers (Culturally Responsive Leadership and Pedagogy)
 - Develop Principal Pipeline using seven (7) domains from the Wallace Foundation study*

UNDER CONSIDERATION



- **Focused Observations and Coaching**
 - Academic Instructional Coaches will continue providing coaching around instructional frameworks that contain priority standards.
- **Reading Audits 2nd to 3rd grades**
 - The Academic Office, in partnership with teachers, will conduct an audit of the 2nd and 3rd grade curriculum and teaching practices to determine reading gaps in these grades.
- **Interventions focused on 3rd grade students**
 - Continued focus on small-group interventions for 3rd graders
 - Pilots: 8 elementary schools will pilot supplemental literacy programs
 - The literacy pilot outcomes will inform supplemental program purchases in the future
- **Intensive Support at Comprehensive schools**
 - Continued support and professional development for comprehensive schools including before and after school professional development sessions
- **Literacy Spring Break Camp**
 - 1 week camp for students in grades 2-5 that will provide intensive literacy instruction

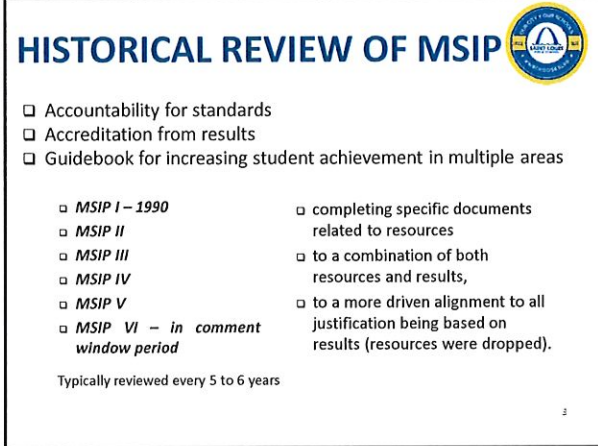
QUESTIONS





MSIP VI UPDATE

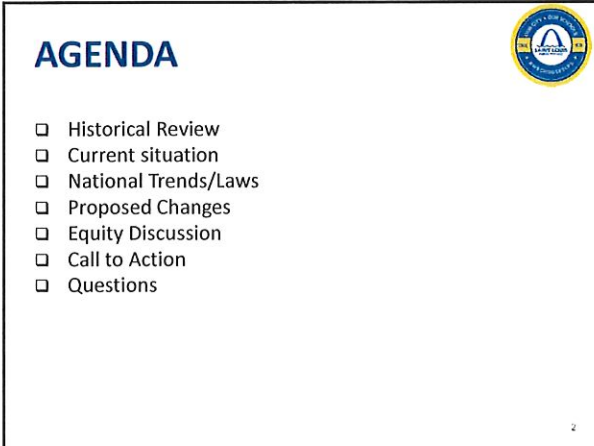
Cheryl VanNoy, Deputy Superintendent, Accountability, Assessment, and Technology
January 14, 2020



HISTORICAL REVIEW OF MSIP

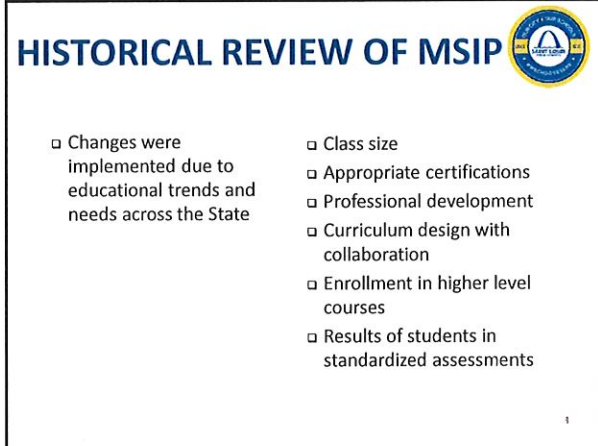
- Accountability for standards
- Accreditation from results
- Guidebook for increasing student achievement in multiple areas
 - MSIP I – 1990
 - MSIP II
 - MSIP III
 - MSIP IV
 - MSIP V
 - MSIP VI – in comment window period
 - completing specific documents related to resources
 - to a combination of both resources and results,
 - to a more driven alignment to all justification being based on results (resources were dropped).

Typically reviewed every 5 to 6 years



AGENDA

- Historical Review
- Current situation
- National Trends/Laws
- Proposed Changes
- Equity Discussion
- Call to Action
- Questions



HISTORICAL REVIEW OF MSIP

- Changes were implemented due to educational trends and needs across the State
- Class size
- Appropriate certifications
- Professional development
- Curriculum design with collaboration
- Enrollment in higher level courses
- Results of students in standardized assessments

CURRENT STATUS

MSIP V prior to 2018-19 APR

	Standard	Points Possible	Detail
Equity	Academic Achievement	56 points	ELA, Math, Science, Social Studies
	Subgroup Achievement	14 points	ELA, Math, Science, Social Studies in Free/Reduced, IEP, ELL, Ethnicity
	College Career Readiness	30 points	10 points in 3 sub standards
	Attendance	10 points	90% of the students attending 90% of the time
	Graduation Rate	30 points	Rates based on 4,5,6 & 7 years
		140 total	

- | | |
|--|----------------|
| <input type="checkbox"/> Distinct in performance | 90% + |
| <input type="checkbox"/> Fully accredited | 70%+ and above |
| <input type="checkbox"/> Professionally accredited | 50% above |
| <input type="checkbox"/> Unaccredited | Below 50% |

NATIONAL TRENDS

No Child Left Behind (NCLB)

- January 8, 2002
 - Required Districts/Schools to honor equity for ALL subgroups
 - Was more punitive than resourceful

Every Student Succeeds Act (ESSA)

- December 10, 2015
 - Ranking of the lowest 5% performing schools in the state (ELA & Math)
 - Provides additional dollars for:
 - professional development
 - technology
 - extra hours in the day or week
 - curriculum rewrite work
 - additional tutors
- Higher performing teachers should be assigned to lowest performing students

CURRENT STATUS – EXAMPLE

MSIP V prior to 2018-19 APR

	Standard	Points Possible	Points Earned	Percentages
Equity	Academic Achievement	56 points	56 points	100%
	Subgroup Achievement	14 points	0 points	0%
	College Career Readiness	30 points	30 points	100%
	Attendance	10 points	10 points	100%
	Graduation Rate	30 points	30 points	100%
		140 total	126 total	90%

No expectation for Districts address the achievement gap

- | | |
|--|----------------|
| <input type="checkbox"/> Distinct in performance | 90% + |
| <input type="checkbox"/> Fully accredited | 70%+ and above |
| <input type="checkbox"/> Professionally accredited | 50% above |
| <input type="checkbox"/> Unaccredited | Below 50% |

STATE TRENDS

State of Missouri – Equity work

- Equity disparities in urban and rural districts
 - Salaries, performance, teacher retention, educational degrees
- ESSA Education Leadership Learning Community (ELLCC) – supported by the Wallace Foundation created a committee to study and recommend equity changes throughout the state
 - SLPs has 2 individuals along with the Superintendent on this committee

Equity Labs for Missouri

- School leaders review data submitted to DESE from each District/School
 - Trends in the following categories:
 - Highest Minority
 - Highest FR
 - Title Schools
 - Most Rural
 - Non-Title Schools
 - Lowest FR
- Reviewed discipline, retention of teachers, experience of leader, teaching out of field, etc.

SUBMISSION OF ESSA PLAN



In 2017 State Board of Education approved the plan to be submitted to Federal Government

- Providing equitable access to excellent educators by transforming teacher and school leader support.
- Improving educational equity by increasing access to advanced coursework in schools where it has not been available.
- Leveling the playing field for rural and low-income schools by offering grants to supplement title programs.
- Improving graduation rates.
- Improving student performance in English language arts, math and science.

In 2018, Federal Government Approved the submitted plan

- Roger Dorson, Interim Commissioner, "The U.S. Department of Education has approved Missouri's state plan for public education under the Every Student Succeeds Act (ESSA). Missouri's plan is a commitment to ensure that all students have equitable access to high-quality education to help prepare them for success in school and in life. Implementation of the major portion of the plan will begin in fall 2018".

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MSIP VI UPDATE



- Multiple stakeholders have been meeting
 - Discussing changes to the current MSIP V plan
- Major changes in from June to the October revision of MSIP VI - Standard EA (Equity and Access):
 - All student performance measures now included in Effective Teaching and Learning
 - Two Equity and Access Standards moved to Culture and Climate
 - Removal of Equity and Access section
 - Designated Standards for measurement
- Major changes as of October revision of MSIP VI
 - Leadership
 - Effective Teaching and Learning
 - Collaborative Climate and Culture
 - Data-Based Decision Making
 - Alignment of Standards, Curriculum, and Assessment

□ Notice – EA (Equity & Access is now removed)

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SUBMISSION OF ESSA PLAN



- Approval letter from the Federal Government cited:

"...family income and race continue to dictate too often a student's likelihood of attending a great school staffed by exceptional educators. This **inequity** is simply unacceptable, and I look forward to continuing to work with you and your team to make working in high-need schools more attractive and sustainable. Missouri's State Plan represents an important step toward these goals and to ensuring that **all students have access** to excellent, well-supported educators."

Ann Whalen,

Delegated the authority to perform the functions and duties of Assistant Secretary of the Office of Elementary and Secondary Education

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EXAMPLES OF THE SCORING



Measures of Student Performance			
Number	Standard Title	Indicator	Weight
TS1	Successful Ready Students		
TS2	Academic Achievement		
TS3	Graduation Rate		
TS4	Follow up of Graduates		

Measures of Continuous Improvement			
Number	Standard Title	Indicator	Weight
CS1	State of Learning	CS1.1	Continuous improvement
CS2	Equity-Ready Students	CS2.1	Academic Achievement
CS3	Graduation Rate	CS3.1	Follow up of graduates
CS4	High Enrolling	CS4.1	High School Enrollment
CS5	Post-Secondary Enrollment	CS5.1	Post-Secondary Enrollment
CS6	Post-Secondary Enrollment	CS6.1	Post-Secondary Enrollment
CS7	Post-Secondary Enrollment	CS7.1	Post-Secondary Enrollment
CS8	Post-Secondary Enrollment	CS8.1	Post-Secondary Enrollment
CS9	Post-Secondary Enrollment	CS9.1	Post-Secondary Enrollment
CS10	Post-Secondary Enrollment	CS10.1	Post-Secondary Enrollment
CS11	Post-Secondary Enrollment	CS11.1	Post-Secondary Enrollment
CS12	Post-Secondary Enrollment	CS12.1	Post-Secondary Enrollment
CS13	Post-Secondary Enrollment	CS13.1	Post-Secondary Enrollment
CS14	Post-Secondary Enrollment	CS14.1	Post-Secondary Enrollment
CS15	Post-Secondary Enrollment	CS15.1	Post-Secondary Enrollment
CS16	Post-Secondary Enrollment	CS16.1	Post-Secondary Enrollment
CS17	Post-Secondary Enrollment	CS17.1	Post-Secondary Enrollment
CS18	Post-Secondary Enrollment	CS18.1	Post-Secondary Enrollment
CS19	Post-Secondary Enrollment	CS19.1	Post-Secondary Enrollment
CS20	Post-Secondary Enrollment	CS20.1	Post-Secondary Enrollment

Annual Performance Report			
Item	Score	Weight	Impact
TS1	Successful Ready Students		
TS2	Academic Achievement	60%	
TS3	Graduation Rate		
TS4	Follow up		
CS1	State of Learning		
CS2	Equity-Ready Students	20%	
CS3	Graduation Rate		
CS4	High Enrolling		
CS5	Post-Secondary Enrollment		
CS6	Post-Secondary Enrollment		
CS7	Post-Secondary Enrollment		
CS8	Post-Secondary Enrollment		
CS9	Post-Secondary Enrollment		
CS10	Post-Secondary Enrollment		
CS11	Post-Secondary Enrollment		
CS12	Post-Secondary Enrollment		
CS13	Post-Secondary Enrollment		
CS14	Post-Secondary Enrollment		
CS15	Post-Secondary Enrollment		
CS16	Post-Secondary Enrollment		
CS17	Post-Secondary Enrollment		
CS18	Post-Secondary Enrollment		
CS19	Post-Secondary Enrollment		
CS20	Post-Secondary Enrollment		

Notice – EA (Equity & Access is now removed)

CALL TO ACTION



- Provide feedback to DESE that the Equity & Access specific standard should be reinstated and not included in other areas of the proposed rule changes
- Equity & Access is just or more important than
 - Leadership
 - Effective Teaching and Learning
 - Collaborative Climate and Culture
 - Data-Based Decision Making
 - Alignment of Standards, Curriculum, and Assessment

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QUESTIONS



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