

## Small Learning Community Redesign in MNPS Comprehensive High Schools

During the 2008 calendar year, the MNPS Small Learning Community redesign effort transitioned from Year 2 to Year 3 of the SLC grant for the 8 grant schools and added the 4 remaining Comprehensive High Schools to the redesign structure.

Summary of implementation thus far:

	9 <sup>th</sup> grade Advisories		Wall to Wall Freshman Academies		Career Thematic Academy Prep Centers	
	07-08	08-09	07-08	08-09	07-08	08-09
Antioch						
Cane Ridge						
Glenclyff						
Hillsboro						
Hillwood						
Hunters Lane						
McGavock						
Maplewood						
Overton						
Pearl Cohn						
Stratford						
Whites Creek						

1. All students will graduate with 21<sup>st</sup> century skills and achievements
2. Schools will be personalized and decentralized
3. Curriculum and instruction will be more rigorous and relevant
4. Increase involvement of parents and community
5. Students will be connected to post-secondary and career opportunities

The provision of Professional Development represents a substantial part of the SLC Redesign efforts, as well as the SLC Grant budget. The table below summarizes the SLC-specific PD provided during the 2008 calendar year.

What is not well represented in the table is the contracting with several nationally-recognized consultants to work with individuals in the schools on a regular basis.

<b>2008 Professional Development</b>	<b>Attendance</b>
23rd Annual Careers Conference	30
Edualliance Annual Conference on SLCs	74
SREB St. Louis Conference on Small Learning Communities	40+
Making the Move 9th Grade Academies	No Record
Instructional Coaching with David Holden	75
Formative Assessment Training (2 days, Bainbridge and Holman)	130
Small Learning Communities Leadership Workshop (Lutz )	105
Formative Assessment Follow-up (Shrode)	No Record
SLC 3-Day Institute (9th and 10th grade teachers)	309
Master Scheduling Training	8
Teaching strategies with Block Scheduling at 3 schools	135
Educational Conference "From structure to Instruction"	50
Professional Learning Training Opryland	100
Ford PAS Conference on Small Learning	13
40 ASSETS Training with Clay Roberts	No Record
July 31- Aug 1 Advisory Training for building level trainers	100
Highly Functioning Team training (Shrode and Holden)	200

## **Some effects of SLC implementation:**

### **Spring 2008**

Teachers assigned to a FA Team for the 07-08 school year reported more positive attitudes about the following:

- SLC implementation in their schools (i.e., communication about SLC implementation, reasonableness of implementation issues, benefits to self professionally).
- students acquiring 21<sup>st</sup> century skills (e.g., using technology, learning on the job, problem solving, self motivation) and teachers' integration of these skills into the classroom.
- the professional development they receive, and district and building-level support for that professional development (i.e., PD received, support and utilization of PD).
- The professional climate in which they teach (i.e., participatory decision making, continuous professional growth, professional affiliation, professional interest).
- The majority of teachers (teamed or not teamed during the 07-08 year of FA implementation) contacted half or fewer of their students' parents.
- Teachers assigned to a FA Team for the 07-08 school year did NOT rate student-teacher relationship items more positively than non-teamed teachers. Overall, teacher report of student-teacher relationship were more positive than student reported student teacher relationship.
- Across all schools, parents did not believe that they had received enough information about FAs, Advisories, or CTAs and they disagreed that the media had provided information about CTAs. Can mention Parent University here.

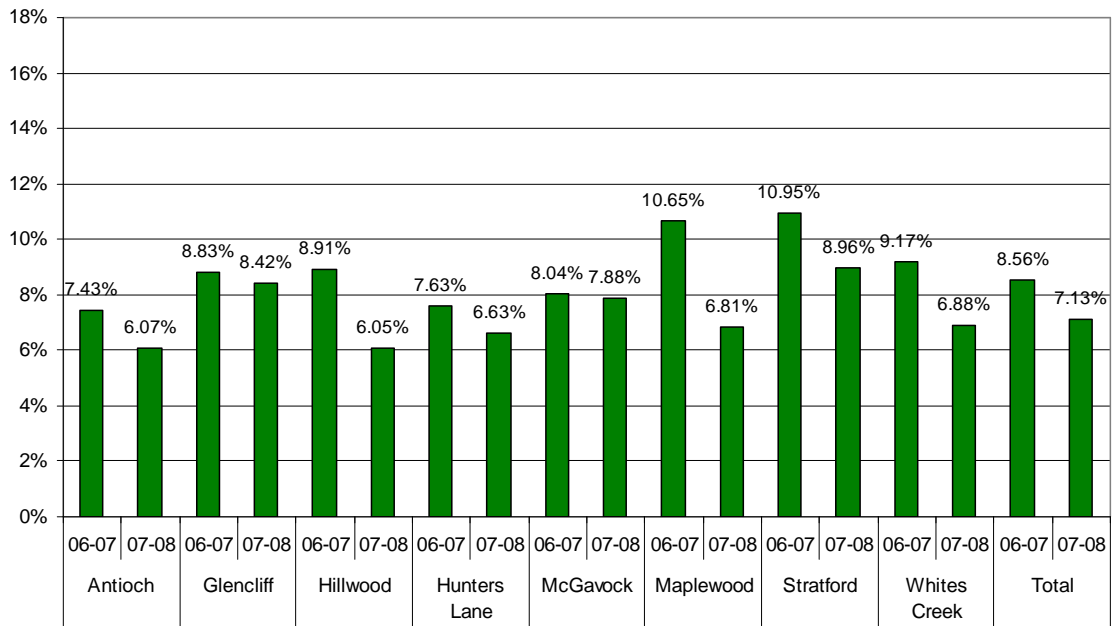
### **Limited success in student outcomes:**

Attendance improved at all schools

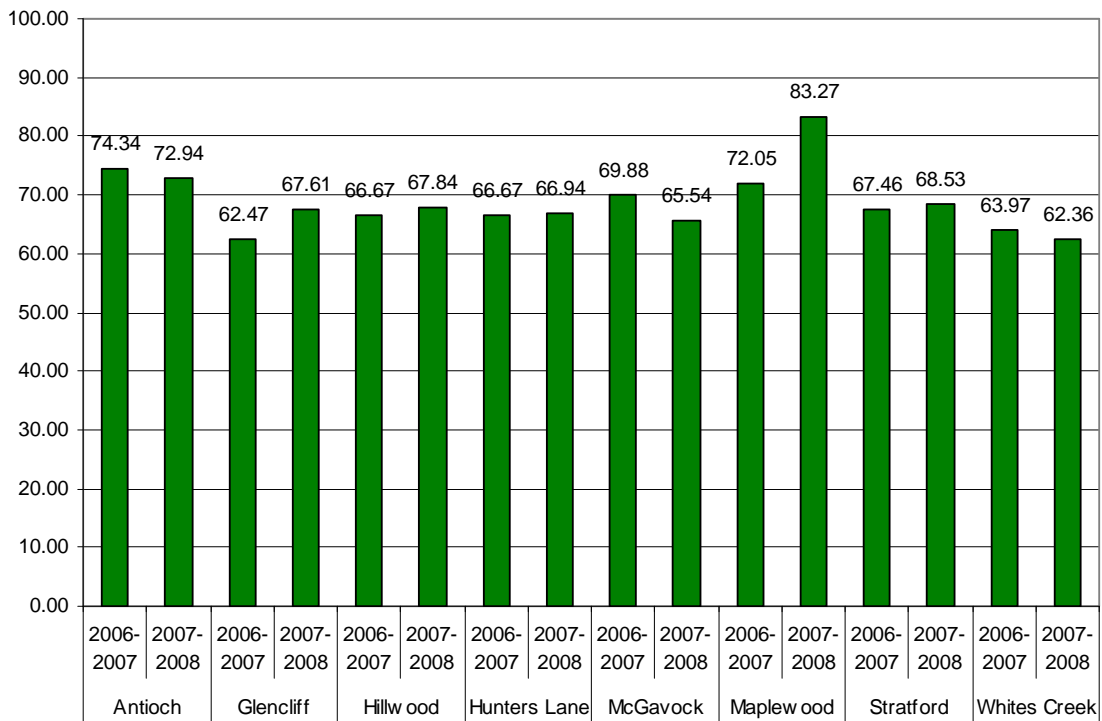
End of year grades – varied

Reduction in disparity – varied

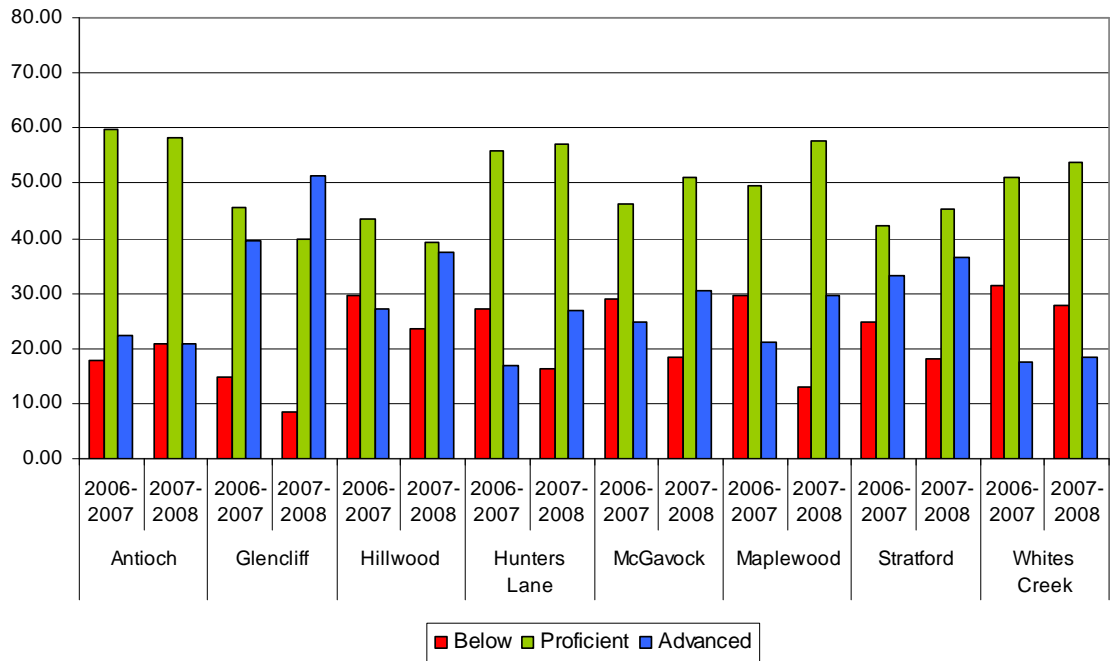
**SLC Freshman Academy Mean Percentage of Absences  
(Absent / Enrolled Days) 2006-2007 Compared to 2007-2008**



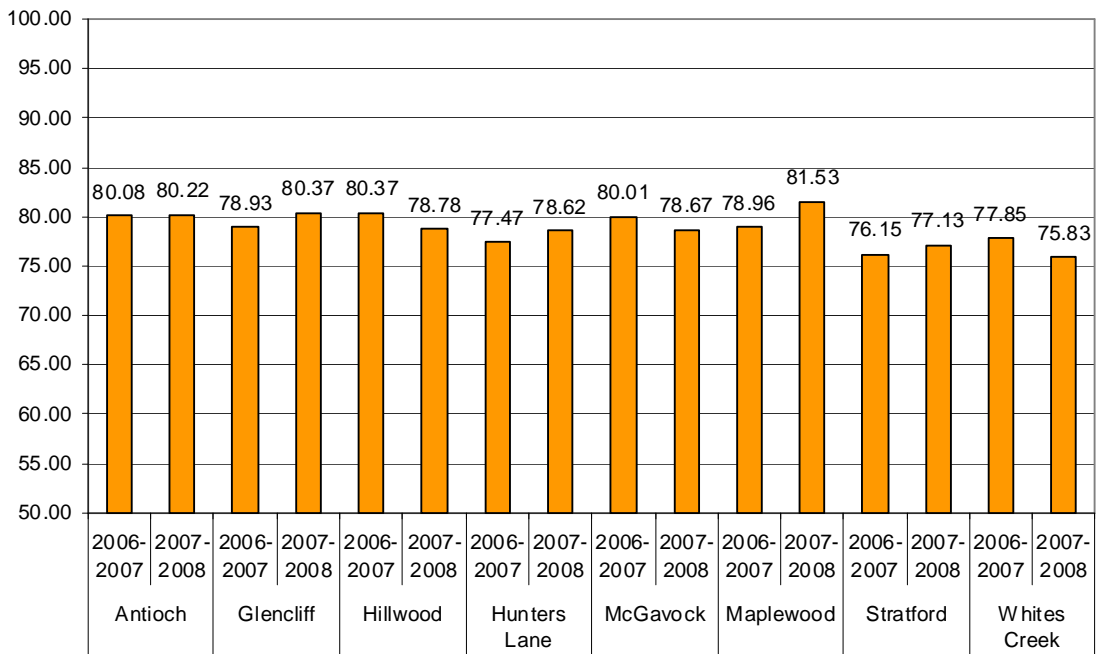
**Percent First Time 9th Graders PROMOTED  
(5+ 6 periods; 6+ 8 periods)**



### Algebra Gateway Proficiency Distributions by School, Grant Year



### End of Year GRADE Averages per Study Year per School



Need to describe the structure & formation of the business councils, which are formed, which have met, numbers or key participants to demonstrate representativeness

Main Issues:

**Scheduling**

**Administration Turnover**

There is not a single Executive Principal at any of the 8 SLC grant schools who was in place as an Executive Principal when the SLC grant was prepared and awarded. Aimee Wyatt, the current Executive Principal at Antioch, was an Assistant Principal at McGavock when the grant was awarded.

**Communication About SLC Redesign**

January	2 <sup>nd</sup> semester of implementation of Freshman Academies and Advisories in the 8 SLC grant schools
February	Committee created to review Career Thematic Academy Prep Center proposals submitted by 10 comprehensive high schools (8 SLC grant schools + Cane Ridge and Pearl Cohn)
April	½ workshop to hear presentations from Executive Principals and SLC site coaches to determine which schools were to be approved to implement Career Thematic Academy Prep Centers for the 2008-2008 school year
	Change of CTE Student:Teacher ratio to enable CTE teachers to work in SLC team structure
	Creation of Career Councils
	Grant schools' implementation self assessment
	Evaluation team implementation assessment
	07-08 Quarter 3 SLC Implementation Progress Report
	Advisory Report
	08-09 Quarter 1 SLC Implementation Progress Report
	MNPS hired 2 nationally acclaimed consultants to work with the SLC teams individually in their schools
	MNPS hired a nationally acclaimed scheduling consultant (Neubig)
	Hospitality Council formed and held first meeting
	Architecture & Construction Council formed and held first meeting
	At the beginning of Year 3, the teacher teams are functioning at a much higher level than they were at the same time in Year 2 of the SLC grant
	Scheduling was more of a barrier in Year 2 of the grant, when 9 <sup>th</sup> & 10 <sup>th</sup> graders were to be scheduled into Academies than in Year 1, when scheduling was confined to 9 <sup>th</sup> graders
	Professional Development held