

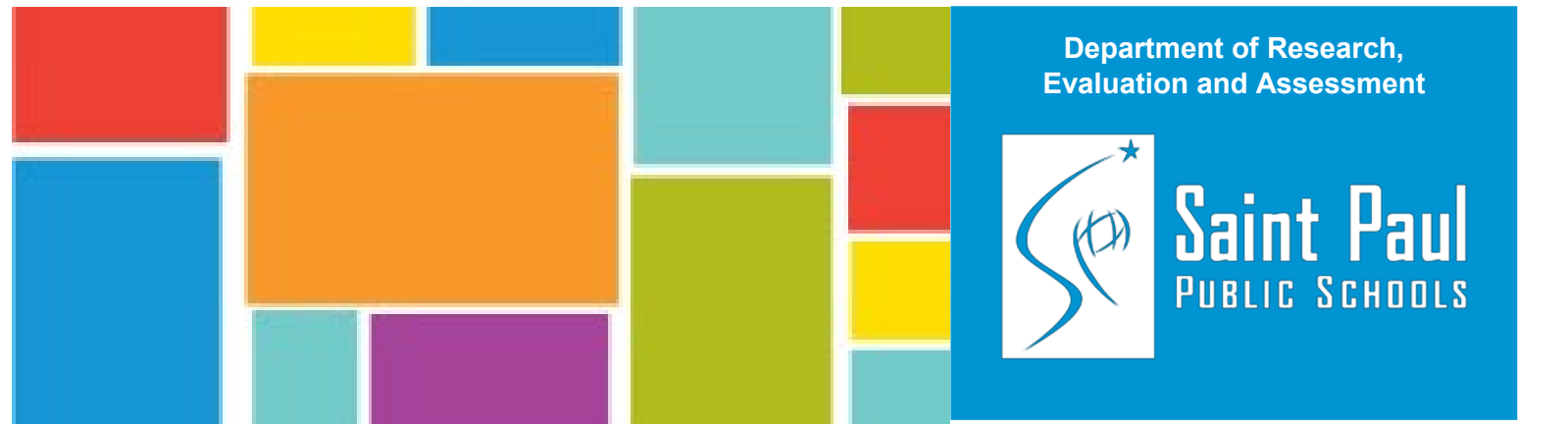


Academic Programming in Saint Paul Public Schools:

Results for Grades K-8

School year 2018-2019

October, 2019





Executive Summary



Academic programming in Saint Paul Public Schools: Preliminary Results for Grades K-8 during 2018-19

In the spring of 2019, The Department of Research, Evaluation and Assessment (REA) completed a large-scale data collection regarding how academic standards are addressed across schools serving grades Kindergarten-8. The following is a summary of key evaluation questions and findings.

Which academic standards are being addressed?

- All schools address the academic standards in core subjects, including English language arts, math, science, and social studies in all grades.
- All schools address the academic standards in arts, health education, physical education, and world languages but not at all grade levels.

How are academic standards being addressed?

- In grades K-5, academic standards are addressed using a variety of approaches.
 - English language arts & math: Stand-alone content block
 - Science: Rotational specialist & fieldwork/field trips
 - Social studies & health education: Integrated content course
 - Arts
 - Visual arts & music: Rotational specialist
 - Theater: Fieldwork/field trips, with the exception of grade 4 where targeted residency was used slightly more often
 - Dance: Integrated course content, as well as targeted residency in grades 3-5
 - Physical education: Rotational specialist
- In grades 6-8, academic standards are most commonly addressed as a stand-alone content block, but many schools also use field work/field trips to address science and social studies standards.

Introduction

As a large district of choice, SPPS has designed a system of schools with articulated programmatic pathways that appeal to families across the city. Foundational to pathway articulation, magnet or program focus is a solid academic program floor that ensures opportunity and access to learning for all students.

This report presents the results of the 2018-19 internal inquiry of academic programming across St. Paul Public Schools (SPPS). It is the intent of the inquiry to focus on two topics:

1. The district's addressing of academic content standards
2. The district's approaches used to address academic standards across SPPS

Methods

Throughout the spring and summer of 2019, principals of schools serving grades K-8 were asked to complete a lengthy questionnaire on academic programming. For each academic standard content area, the respondent was asked to identify the grade at which the standard was addressed. Next, each respondent was given a list of six approaches to identify how the standard was being addressed. Forty-eight (48) out of 51 schools/programs responded yielding a response rate of 94%.

After collection, data was summarized using descriptive statistics. In reporting, all percentages are rounded to the nearest whole number.

This information *should* be used in the following ways:

- To inform systemic practices regarding academic programming
- To identify patterns in academic programming
- As internal reflection on how standards are addressed
- As a basis for exploring time-resource allocation that supports equitable learning across SPPS
- As clarification of academic priorities and requirements

Limitations

The following cautions should be taken when reviewing information in this report:

- Statutes regarding academic programming varies by content and grade band; 9-12 requirements for academic programming are specified according to requirements for graduation in the state of Minnesota, unlike K-8.
- This information is not meant to be reflective of the quality of learning opportunities at any individual school.
- Choices regarding academic programming at individual schools are determined by several factors both internal and external to the school.
- The information in this report represents schools that have grades K, 1, 2, 3, 4, 5, 6, 7 and 8 irrespective of the school's grade band distribution (i.e. a school that serves grades 6-12 has information contained in this report for the grades 6, 7 and 8 in the school).
- Information in this report does not address the breath, depth or scope within any academic content standard.
- Information in this report addresses standards required by Minnesota state law; regional or local policies regarding academic requirements are not addressed.

Addressing Academic Standards & Approaches Used

All schools address the standards in all core subjects at all grade levels



English Language Arts (ELA). The ELA standards encompasses reading, writing, speaking, viewing, listening, media literacy, and language standards. The majority of schools (73% to 89%) most commonly address the ELA standards as a stand-alone content block across grades. An integrated content course (50% to 73%) and fieldwork/field trips (59% to 73%) were also used to address the ELA standards by more than half of the schools. A small number of schools (3% to 9%) used a rotational specialist to address ELA standards, while slightly more schools (9% to 20%) used a targeted residency.



Math. The Math standards are grouped into four content strands: 1) number and operation, 2) algebra, 3) geometry and measurement, and 4) data analysis and probability. The majority of schools (82% to 89%) most commonly address the Math standards as a stand-alone content block across grades. About half of the schools also use an integrated content course to address the standards; between 44% and 51% for grades K-5 and 50% to 55% for grades 6-8.



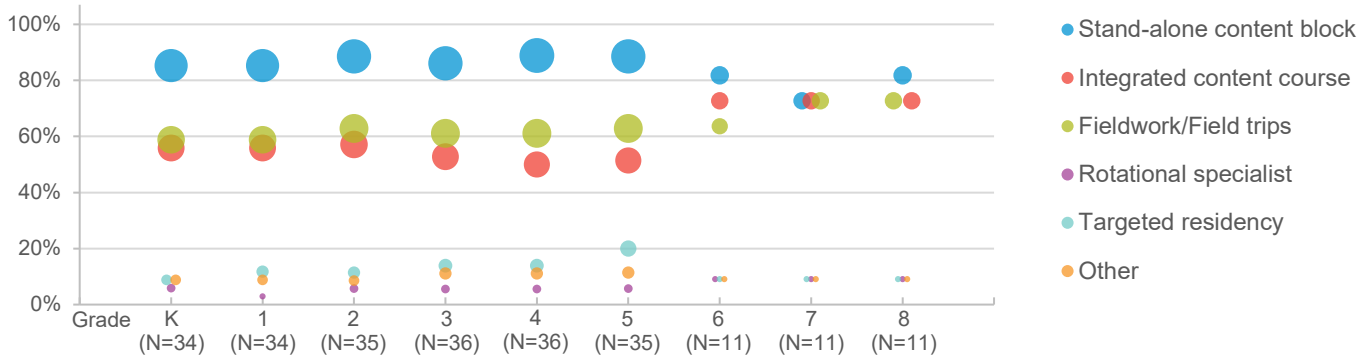
Science. The Science standards are grouped into four content strands: 1) the nature of science and engineering, 2) physical science, 3) earth and space science, and 4) life science. The content and skills in the first strand is embedded into the latter three. The Science standards are addressed by most schools through a rotational specialist (78% to 86%) in grades K-5, while a stand-alone content block is more commonly used by schools in grades 6-8 (64% to 70%). Fieldwork or field trips are also commonly used across all grades (66% to 82%).



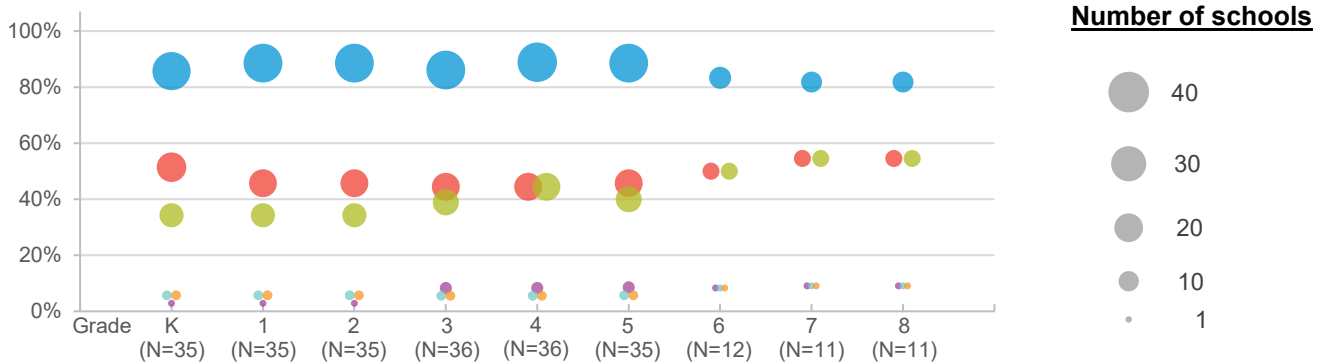
Social Studies: The Social Studies standards include four disciplines: 1) citizenship and government, 2) economics, 3) geography, and 4) history. Coverage of the four disciplines is balanced in grades K-3; however, geography is the lead discipline in grades 4 and 8, while history is the lead discipline in grades 5-7. About three-quarters or more of the schools (74% to 80%) use an integrated content course to address the Social Studies standards in grades K-5. The majority of schools in grades 6-8 used a stand-alone content block to address the standards (64% to 70%), supplemented by field work and field trips (80% to 82%).

Delivery Approaches to Addressing Academic Standards in Core Subject Areas

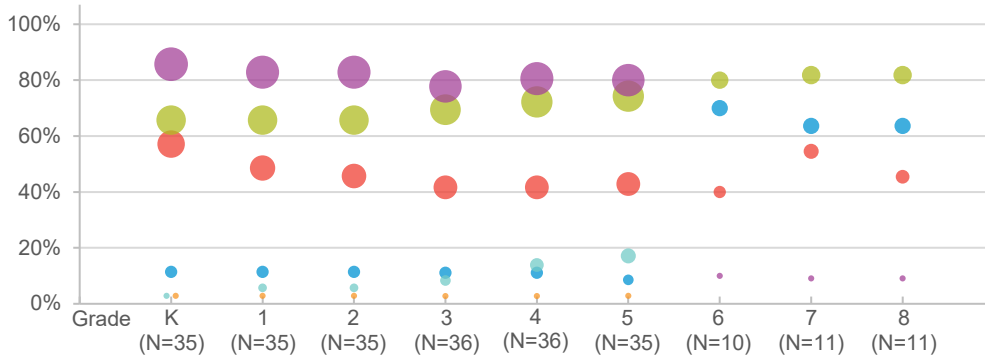
English Language Arts



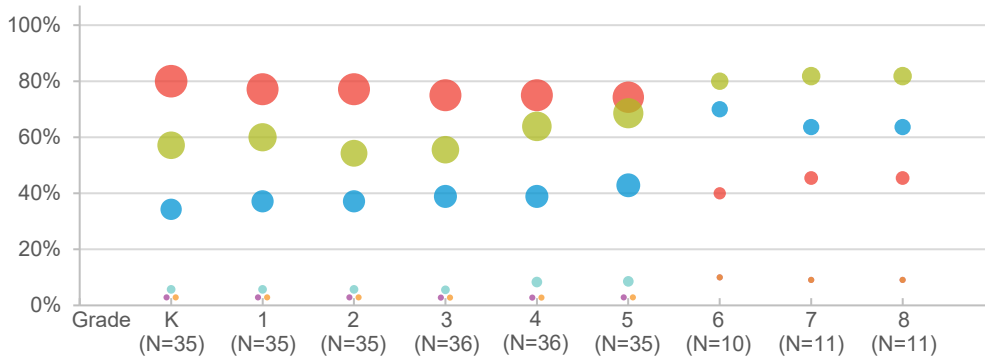
Math



Science



Social Studies



Delivery Approaches to Addressing Standards in Health, Physical Education, and World Language



Health Education. SPPS uses the National Standards in Health Education developed by a committee of members from the American Public Health Association, American School Health Association, and SHAPE America. The majority of the schools address the NSHE across grade levels, but fewer schools did so in 6th grade (58%) compared to other grade levels (73% to 100%). Integrated course content (67% to 78%) was commonly used to address the NSHE in grades K-5, while a stand-alone content block was most commonly used in grades 6-8 (57% to 82%).



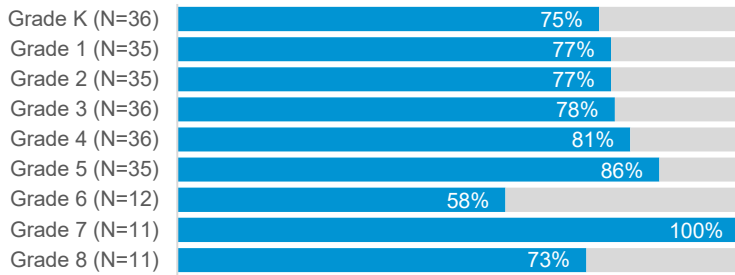
Physical Education. SPPS uses the National Physical Education Standards (NPES) with benchmarks developed by the Health and Physical Education Quality Teaching Network. Nearly all schools address the NPES in all grade levels, 97% to 100% for each grade K-5 and 83% to 91% for each grade 6-8. Almost all schools addressed NPES with a rotational specialist (91%) in grades K-5, whereas most schools addressed NPES as a stand-alone content block in grades 6-8 (70%).



World Languages. SPPS uses the World Language Standards developed by the American Council on the Teaching of Foreign Languages. The standards only apply to grades 6 through 8 and consist of five goal areas: 1) communication, 2) cultures, 3) connections, 4) comparisons, and 5) communities. Across grades 6 through 8, 42% to 82% of schools addressed world language standards. The standards were most commonly addressed as a stand-alone content block (80% to 89%). Some schools also used fieldwork or field trips (38% to 44%) to address the standards. It should be noted several K-5 schools offer world language as part of a magnet or district programmatic pathway articulation.

Percentage of Schools Addressing Standards in Health Education, Physical Education, and World Language

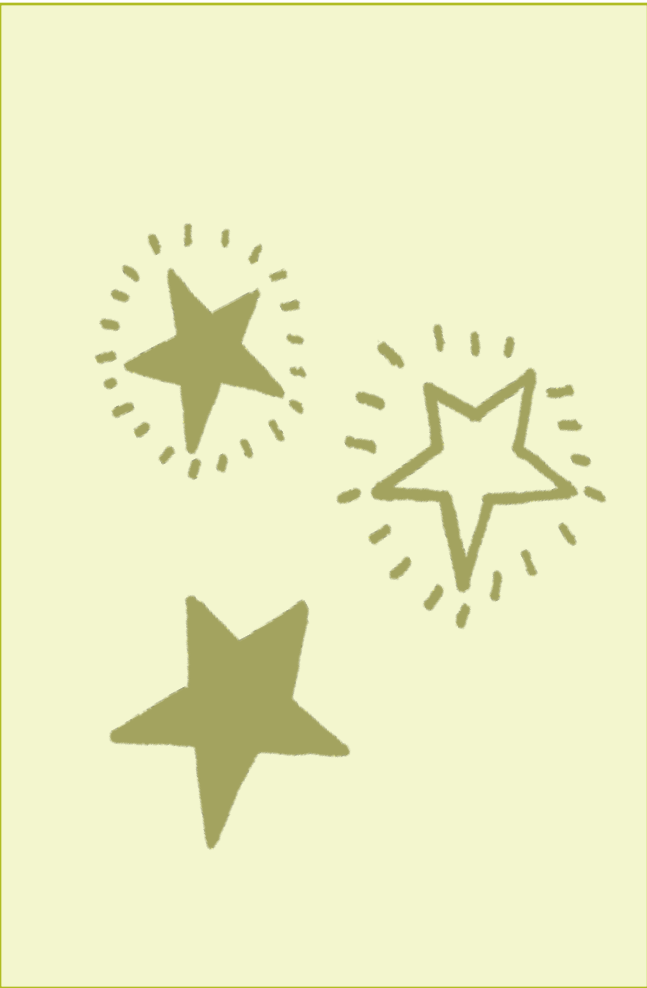
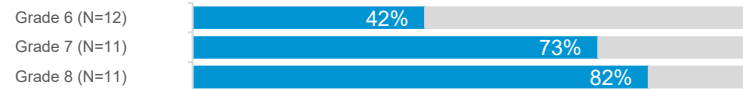
Health Education



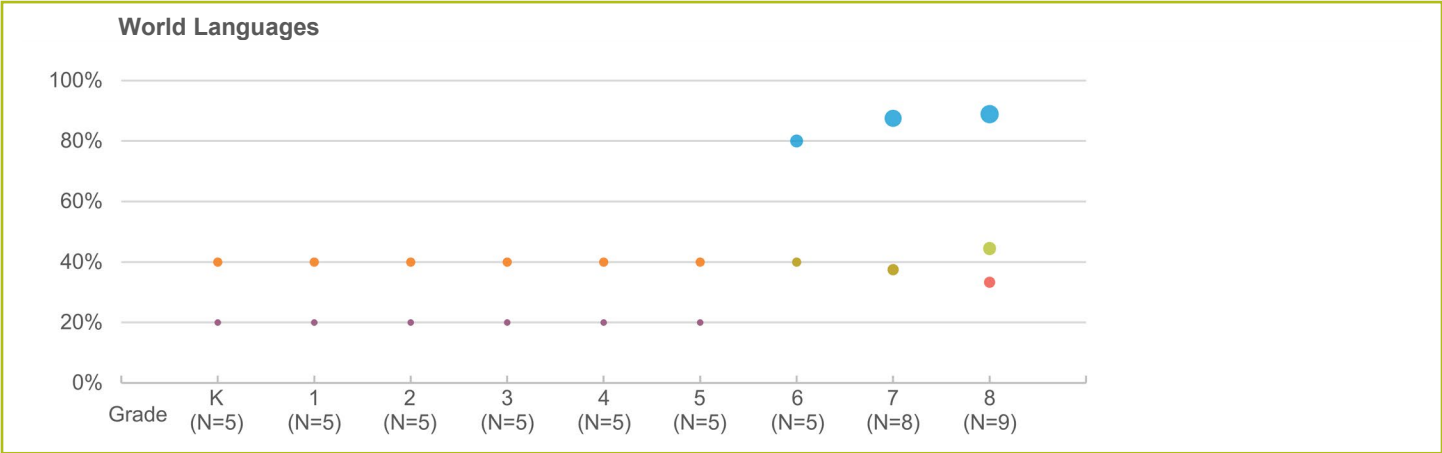
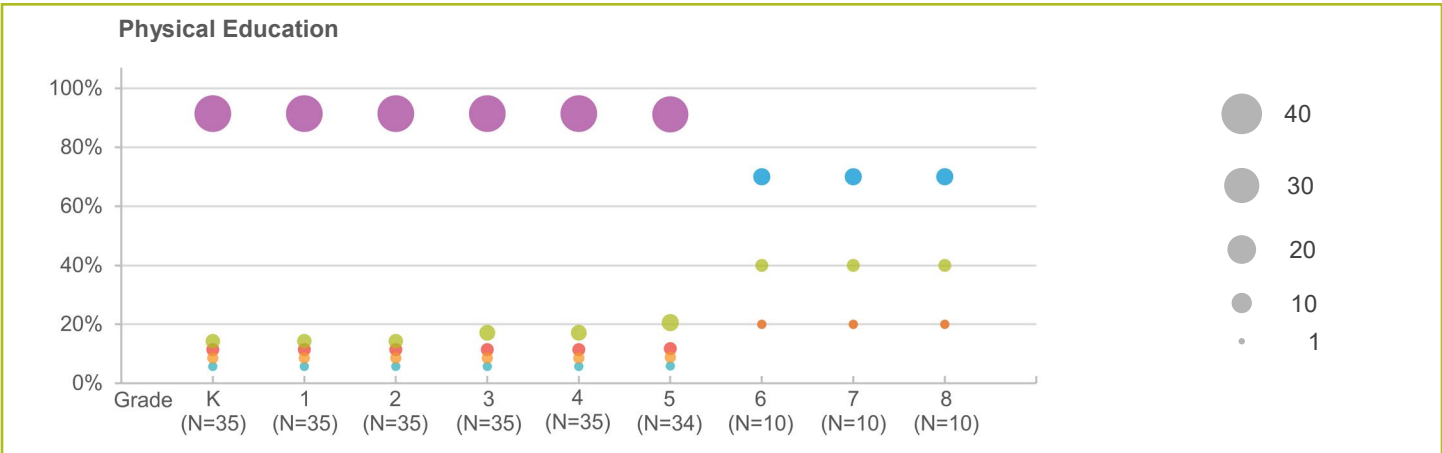
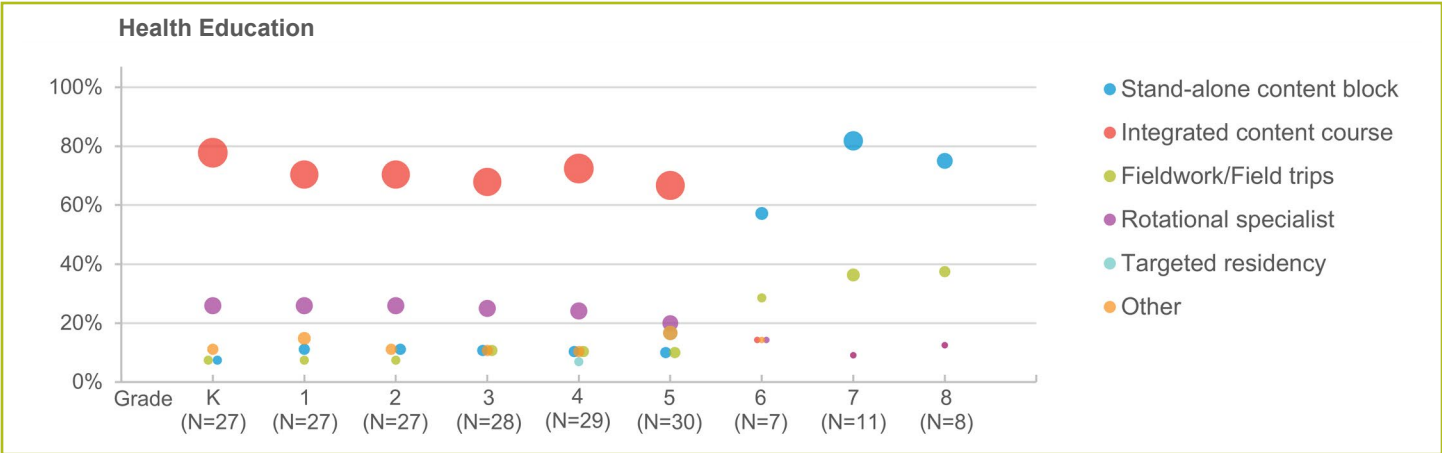
Physical Education



World Language

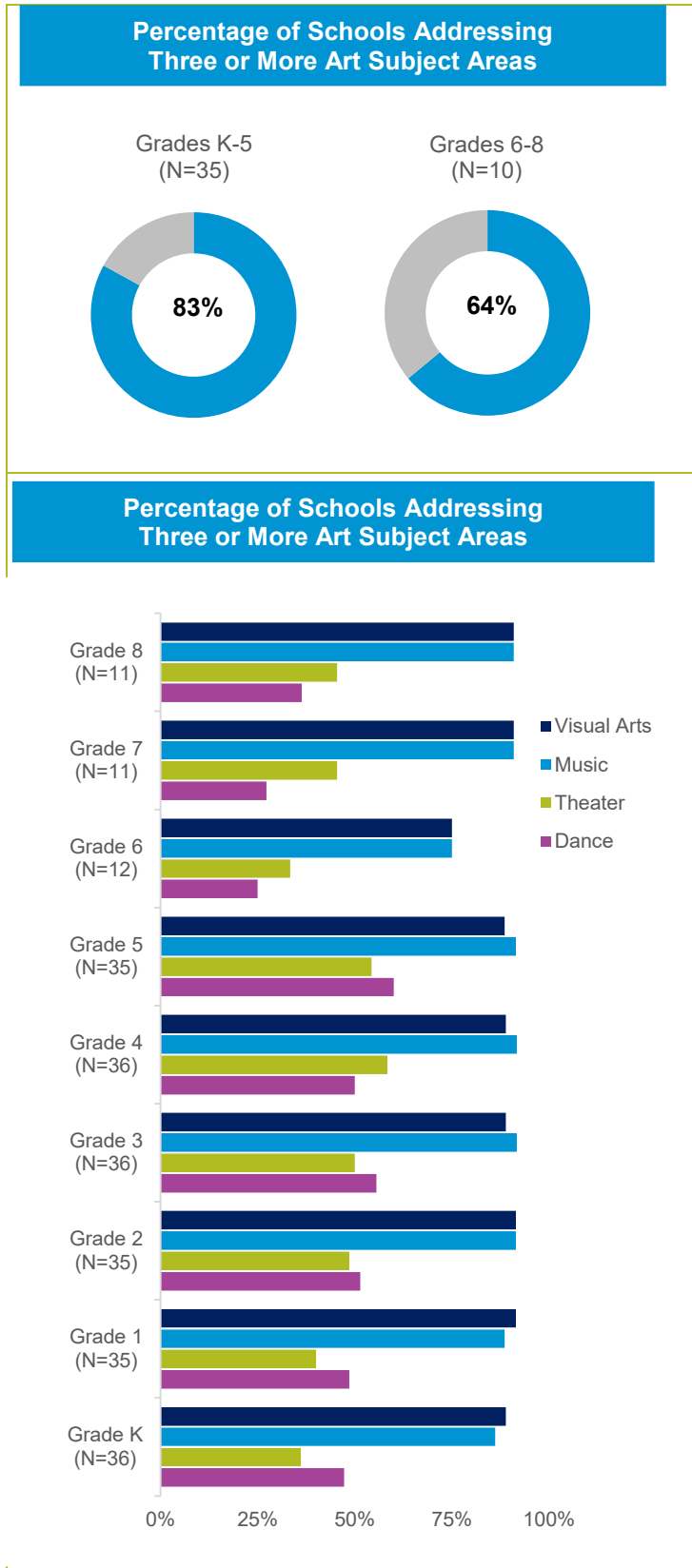


Delivery Approaches to Addressing Standards in Health, Physical Education, and World Language



Arts

Elementary and middle schools need to offer three subject areas for the Arts standards, but students are required to complete only two areas (MN Statute 120B021, subd. 1). Art subject areas may include dance, music, theater and visual arts. The standards are banded for grades K-3, 4-5, 6-8 and 9-12; meaning students are expected to master the standards by the last grade level within the band.



The majority of schools offer three or more art subject areas across elementary grades (83%), while a little over a third of the schools do so across middle school grades (64%). Of the four art subject areas, visual arts (75% to 91%) and music (75% to 92%) were most commonly addressed across grade levels. Theater (36% to 54%) and dance (47% to 60%) was addressed by roughly half of the schools in grades K-5. Theater was also addressed in grades 6-8 by nearly half of the schools (33% to 45%), but dance was addressed by fewer schools (25% to 36%).

Among schools offering the subject areas, the following are the most common ways the Arts standards are addressed:

Visual Arts

- K-5: Rotational specialist (53% to 56%) and integrated content course (52% to 53%)
- 6-8: Stand-alone content block (67% to 70%)

Music

- K-5: Rotational specialist (50% to 55%)
- 6-8: Stand-alone content block (60% to 67%)

Theater

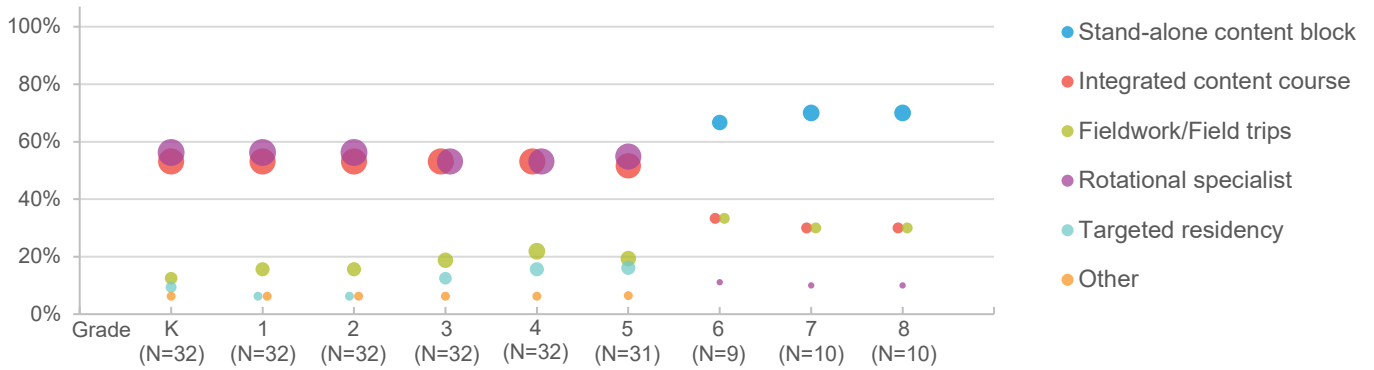
- K-5: Fieldwork/field trips (38% to 71%)
- 6-8: Stand-alone content block (50% to 60%)

Dance

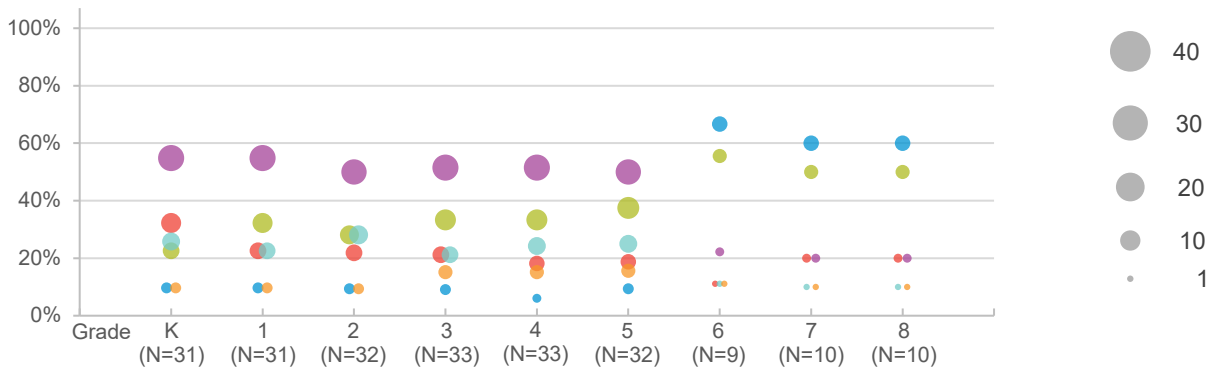
- K-5: Targeted residency (24% to 57%)
- 6-8: Stand-alone content block (33% to 50%)

Delivery Approaches to Addressing Standards in Arts

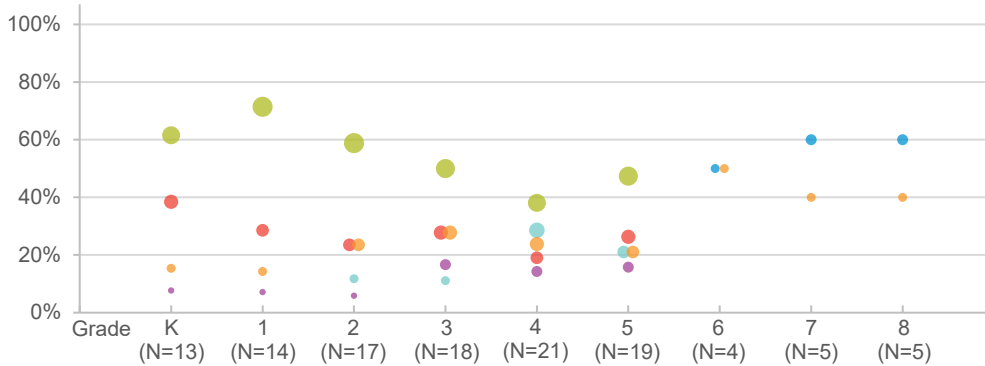
Visual Arts



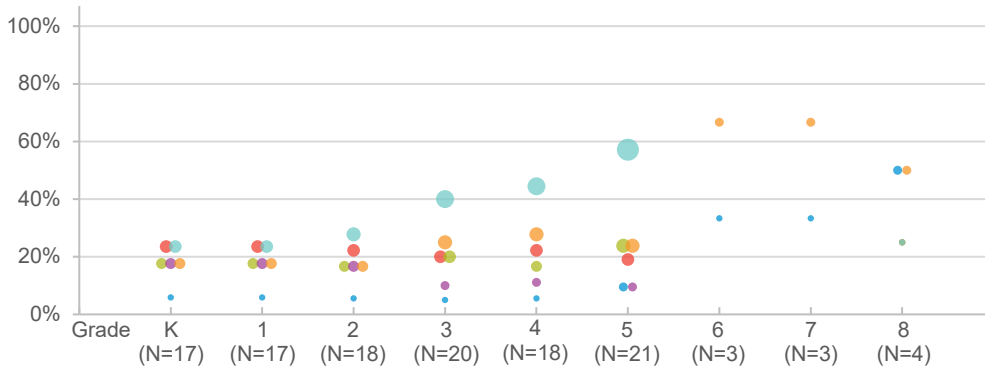
Music



Theater



Dance



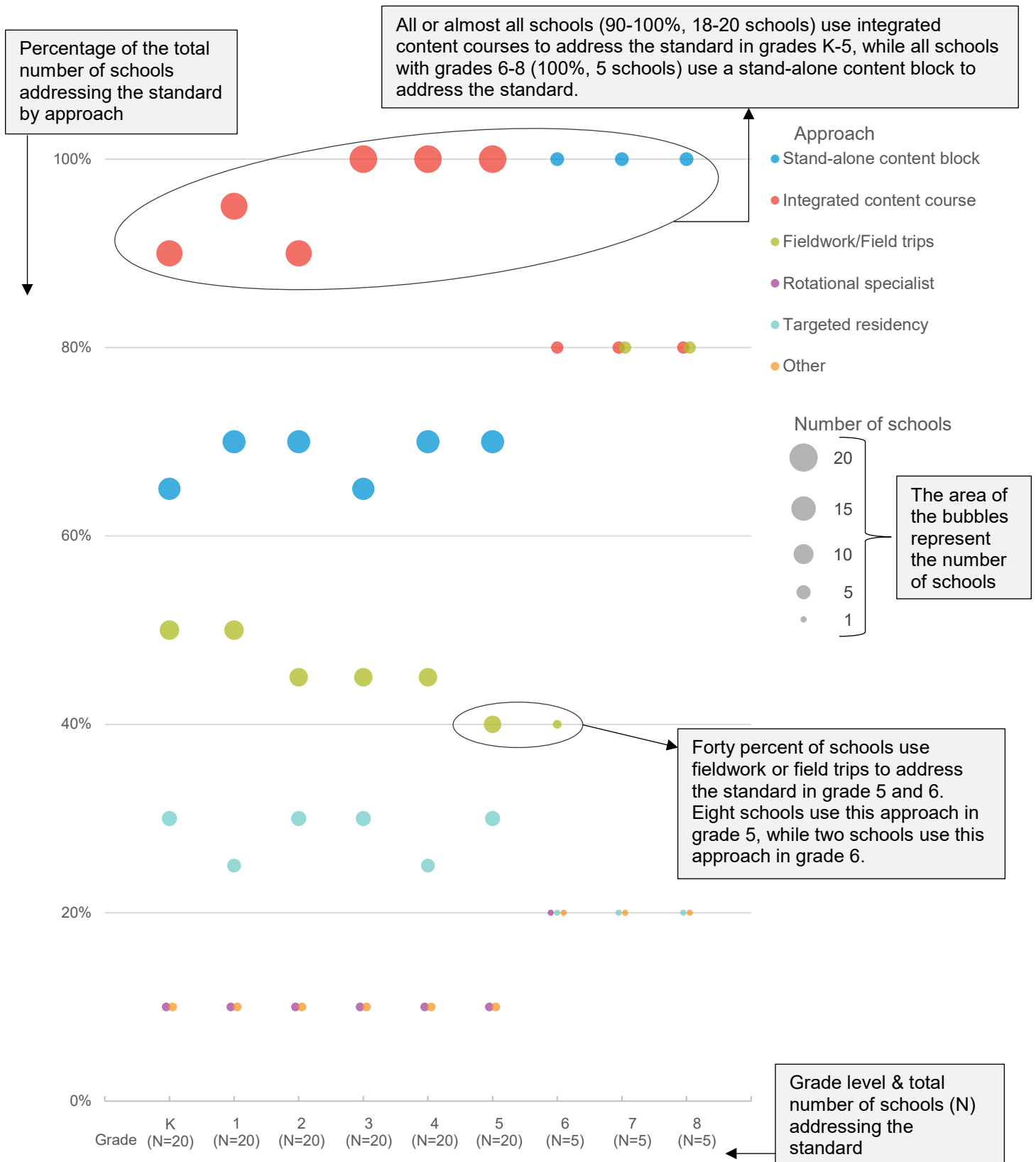
Note: Approaches are not mutually exclusive.

Appendix A: Definitions of Approaches Used to Address Academic Standards

- Stand-alone content block: Content is taught on its own all year round.
- Integrated content course: Content is taught in combination with content in other subject areas.
- Fieldwork/Field trips: Content is taught through a hands-on experience by going to a specific environment and/or taking a trip outside of school to study and experience a phenomenon.
- Rotational specialist: Content is taught for a period of time within the year in conjunction with content in other subject areas where students rotate among the subjects.
- Targeted residency: Content is taught by a teacher who specializes in a specific subject area and is employed short-term.
- Other: Some other approach not listed above, examples include: science fairs, history days, guest speakers/visitors, lessons from school counselors, etc.

Appendix B: An Example of How to Interpret a Bubble Chart

Please note that the data below are fictional and used only for demonstration purposes.



Science	Grade	Stand-alone content block		Integrated content course		Fieldwork/Field trips		Rotational specialist		Targeted residency		Other	
		%	n	%	n	%	n	%	n	%	n	%	n
35	K	11%	4	57%	20	66%	23	86%	30	3%	1	3%	1
35	1	11%	4	49%	17	66%	23	83%	29	6%	2	3%	1
35	2	11%	4	46%	16	66%	23	83%	29	6%	2	3%	1
36	3	11%	4	42%	15	69%	25	78%	28	8%	3	3%	1
36	4	11%	4	42%	15	72%	26	81%	29	14%	5	3%	1
35	5	9%	3	43%	15	74%	26	80%	28	17%	6	3%	1
10	6	70%	7	40%	4	80%	8	10%	1	0%		0%	
11	7	64%	7	55%	6	82%	9	9%	1	0%		0%	
11	8	64%	7	45%	5	82%	9	9%	1	0%		0%	
Social Studies	Grade	Stand-alone content block		Integrated content course		Fieldwork/Field trips		Rotational specialist		Targeted residency		Other	
		%	n	%	n	%	n	%	n	%	n	%	n
35	K	34%	12	80%	28	57%	20	3%	1	6%	2	3%	1
35	1	37%	13	77%	27	60%	21	3%	1	6%	2	3%	1
35	2	37%	13	77%	27	54%	19	3%	1	6%	2	3%	1
36	3	39%	14	75%	27	56%	20	3%	1	6%	2	3%	1
36	4	39%	14	75%	27	64%	23	3%	1	8%	3	3%	1
35	5	43%	15	74%	26	69%	24	3%	1	9%	3	3%	1
10	6	70%	7	40%	4	80%	8	10%	1	0%		10%	1
11	7	64%	7	45%	5	82%	9	9%	1	0%		9%	1
11	8	64%	7	45%	5	82%	9	9%	1	0%		9%	1

Visual Arts		Stand-alone content block		Integrated content course		Fieldwork/Field trips		Rotational specialist		Targeted residency		Other	
N	Grade	%	n	%	n	%	n	%	n	%	n	%	n
32	K	0%		53%	17	13%	4	56%	18	9%	3	6%	2
32	1	0%		53%	17	16%	5	56%	18	6%	2	6%	2
32	2	0%		53%	17	16%	5	56%	18	6%	2	6%	2
32	3	0%		53%	17	19%	6	53%	17	13%	4	6%	2
32	4	0%		53%	17	22%	7	53%	17	16%	5	6%	2
31	5	0%		52%	16	19%	6	55%	17	16%	5	6%	2
9	6	67%	6	33%	3	33%	3	11%	1	0%		0%	
10	7	70%	7	30%	3	30%	3	10%	1	0%		0%	
10	8	70%	7	30%	3	30%	3	10%	1	0%		0%	
Music		Stand-alone content block		Integrated content course		Fieldwork/Field trips		Rotational specialist		Targeted residency		Other	
N	Grade	%	n	%	n	%	n	%	n	%	n	%	n
31	K	10%	3	32%	10	23%	7	55%	17	26%	8	10%	3
31	1	10%	3	23%	7	32%	10	55%	17	23%	7	10%	3
32	2	9%	3	22%	7	28%	9	50%	16	28%	9	9%	3
33	3	9%	3	21%	7	33%	11	52%	17	21%	7	15%	5
33	4	6%	2	18%	6	33%	11	52%	17	24%	8	15%	5
32	5	9%	3	19%	6	38%	12	50%	16	25%	8	16%	5
9	6	67%	6	11%	1	56%	5	22%	2	11%	1	11%	1
10	7	60%	6	20%	2	50%	5	20%	2	10%	1	10%	1
10	8	60%	6	20%	2	50%	5	20%	2	10%	1	10%	1

Theater		Stand-alone content block		Integrated content course		Fieldwork/Field trips		Rotational specialist		Targeted residency		Other	
N	Grade	%	n	%	n	%	n	%	n	%	n	%	n
13	K	0%		38%	5	62%	8	8%	1	0%		15%	2
14	1	0%		29%	4	71%	10	7%	1	0%		14%	2
17	2	0%		24%	4	59%	10	6%	1	12%	2	24%	4
18	3	0%		28%	5	50%	9	17%	3	11%	2	28%	5
21	4	0%		19%	4	38%	8	14%	3	29%	6	24%	5
19	5	0%		26%	5	47%	9	16%	3	21%	4	21%	4
4	6	50%	2	0%		0%		0%		0%		50%	2
5	7	60%	3	0%		0%		0%		0%		40%	2
5	8	60%	3	0%		0%		0%		0%		40%	2
Dance		Stand-alone content block		Integrated content course		Fieldwork/Field trips		Rotational specialist		Targeted residency		Other	
N	Grade	%	n	%	n	%	n	%	n	%	n	%	n
17	K	6%	1	24%	4	18%	3	18%	3	24%	4	18%	3
17	1	6%	1	24%	4	18%	3	18%	3	24%	4	18%	3
18	2	6%	1	22%	4	17%	3	17%	3	28%	5	17%	3
20	3	5%	1	20%	4	20%	4	10%	2	40%	8	25%	5
18	4	6%	1	22%	4	17%	3	11%	2	44%	8	28%	5
21	5	10%	2	19%	4	24%	5	10%	2	57%	12	24%	5
3	6	33%	1	0%		0%		0%		0%		67%	2
3	7	33%	1	0%		0%		0%		0%		67%	2
4	8	50%	2	25%	1	25%	1	0%		25%	1	50%	2

Physical Education		Stand-alone content block		Integrated content course		Fieldwork/Field trips		Rotational specialist		Targeted residency		Other	
N	Grade	%	n	%	n	%	n	%	n	%	n	%	n
35	K	6%	2	11%	4	14%	5	91%	32	6%	2	9%	3
35	1	6%	2	11%	4	14%	5	91%	32	6%	2	9%	3
35	2	6%	2	11%	4	14%	5	91%	32	6%	2	9%	3
35	3	6%	2	11%	4	17%	6	91%	32	6%	2	9%	3
35	4	6%	2	11%	4	17%	6	91%	32	6%	2	9%	3
34	5	6%	2	12%	4	21%	7	91%	31	6%	2	9%	3
10	6	70%	7	20%	2	40%	4	20%	2	0%		20%	2
10	7	70%	7	20%	2	40%	4	20%	2	0%		20%	2
10	8	70%	7	20%	2	40%	4	20%	2	0%		20%	2
Health		Stand-alone content block		Integrated content course		Fieldwork/Field trips		Rotational specialist		Targeted residency		Other	
N	Grade	%	n	%	n	%	n	%	n	%	n	%	n
27	K	7%	2	78%	21	7%	2	26%	7	0%		11%	3
27	1	11%	3	70%	19	7%	2	26%	7	0%		15%	4
27	2	11%	3	70%	19	7%	2	26%	7	0%		11%	3
28	3	11%	3	68%	19	11%	3	25%	7	0%		11%	3
29	4	10%	3	72%	21	10%	3	24%	7	7%	2	10%	3
30	5	10%	3	67%	20	10%	3	20%	6	17%	5	17%	5
7	6	57%	4	14%	1	29%	2	14%	1	0%		14%	1
11	7	82%	9	9%	1	36%	4	9%	1	0%		0%	
8	8	75%	6	13%	1	38%	3	13%	1	0%		0%	

World Languages	Grade	Stand-alone content block		Integrated content course		Fieldwork/Field trips		Rotational specialist		Targeted residency		Other	
		%	n	%	n	%	n	%	n	%	n	%	n
N	Grade	%	n	%	n	%	n	%	n	%	n	%	n
5	K	20%	1	40%	2	20%	1	20%	1	0%		40%	2
5	1	20%	1	40%	2	20%	1	20%	1	0%		40%	2
5	2	20%	1	40%	2	20%	1	20%	1	0%		40%	2
5	3	20%	1	40%	2	20%	1	20%	1	0%		40%	2
5	4	20%	1	40%	2	20%	1	20%	1	0%		40%	2
5	5	20%	1	40%	2	20%	1	20%	1	0%		40%	2
5	6	80%	4	40%	2	40%	2	0%		0%		0%	
8	7	88%	7	38%	3	38%	3	0%		0%		0%	
9	8	89%	8	33%	3	44%	4	0%		0%		0%	

Percentage of schools addressing the standards (using 1 or more methods) by subject and student grade						
	Grade K (N=36)	Grade 2 (N=35)	Grade 3 (N=36)	Grade 5 (N=35)	Grade 6 (N=12)	Grade 8 (N=11)
Dance	47%	51%	56%	60%	25%	36%
Theater	36%	49%	50%	54%	33%	45%
Music	86%	91%	92%	91%	75%	91%
Visual Arts	89%	91%	89%	89%	75%	91%
	K	2	3	5	6	8
Dance	47%	51%	56%	60%	25%	36%
Music	86%	91%	92%	91%	75%	91%
Theater	36%	49%	50%	54%	33%	45%
Visual Arts	89%	91%	89%	89%	75%	91%
Total # of schools with students enrolled in grade	36	35	36	35	12	11



Saint Paul
PUBLIC SCHOOLS