

THINK ON THIS...



- Education is the key to escape poverty, but poverty is the major obstacle to getting an education.

SOCIAL MEDIA



- **@ScottSpurgeon1**
- **@RGSDNews**
- **Facebook – Riverview Rampage**
- **WEBSITE**
 - **WWW.RGSD.K12.MO.US**

Riverview Gardens School District

Who Are We?



- **North St. Louis County, Missouri**
- **5,700 students**
- **98.5% African American**
- **100% free lunch**
- **2 of the most impoverished zip codes in Missouri are in Riverview – 63136 & 63137**
- **9.4 square miles**
- **Mobility rates**

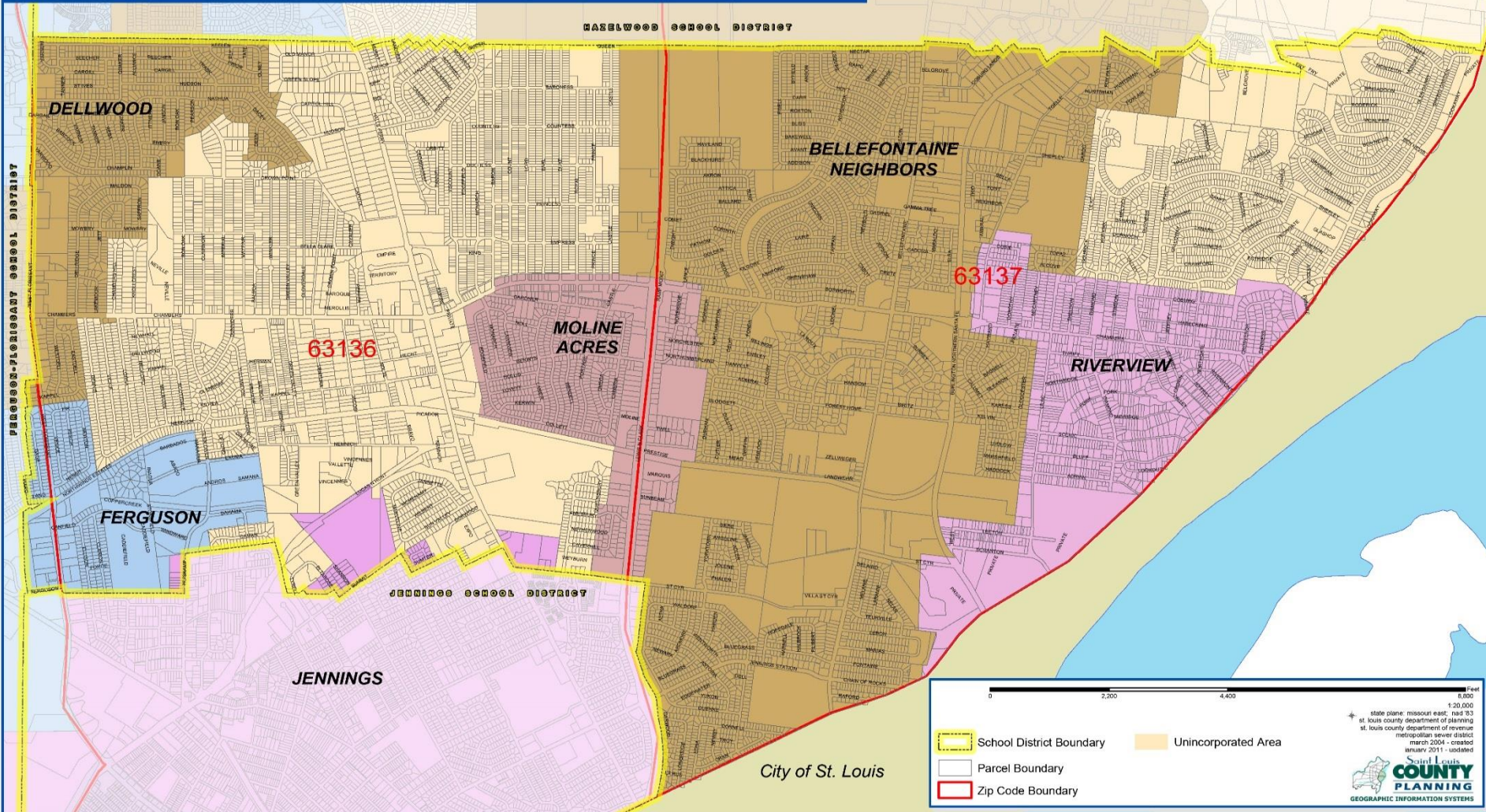
13/14 14/15 15/16 16/17

66.44%	64.36%	56.33%	39.00%
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Riverview Gardens School District

Saint Louis County, Missouri



Historical Information



- Unaccredited 2007 - 2017
- State takeover in 2010
- 3 years of declining performance from 2010-2013 – lowest performance in the state
- 2013 – Missouri Supreme Court ruled in favor of student transfers from unaccredited districts - 27 million
- 2014 – Death of Michael Brown in the district



NOW WHAT?



- **Two major areas to address**
 - **Overcome the effects of poverty on students, families, and performance**
 - **Fix a broken organization**

THINK ON THIS...



- Education is the key to escape poverty, but poverty is the major obstacle to getting an education.

WHAT DO YOUR STUDENTS SEE?

- To move out of poverty students must see something bigger in themselves than they see in their current situation.
- If my students (scholars) can see it, they can be it.

Analyzing Data on FRL and Other Metrics

7

Sample data used for review

- 5th through 8th grade students
- MAP achievement data and socioeconomic status data for three years (2014, 2015, and 2016)
- Total n size = 291,640



FRL and MAP Proficiency 2016

8

- In this dataset, students identified as FRL eligible for three consecutive years (2014, 2015, and 2016), MAP scores from 2016 show
 - Mathematics (MA) = **26.5%** proficient or advanced
 - English Language Arts (ELA) = **44%** proficient or advanced



Census Poverty Data (District)

9

- Using the same sample of students, we can separate into five levels of census poverty for the district.
 - Very Low Poverty ($\leq 10\%$)
 - Low Poverty (11-20%)
 - Moderate Poverty (21-30%)
 - High Poverty (31-40%)
 - Very High Poverty ($> 40\%$)



MAP Percent Proficient or Advanced 2016

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*Same data set of students with three years FRL eligible

Census Poverty (District)	MA	ELA
Very Low Poverty	33.9	51.7
Low Poverty	28.4	46.1
Moderate Poverty	25.9	44
High Poverty	21.7	38.5
Very High Poverty	17.5	30.9

Using only FRL
MA = 26.5%
ELA = 44%



MAP Percent Proficient or Advanced 2016

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*Same census poverty information

*Using DC instead of FRL

Census Poverty (District)	MA	ELA
Very Low Poverty	29.4	46.9
Low Poverty	24.7	41.7
Moderate Poverty	22.7	40.4
High Poverty	18.5	34.2
Very High Poverty	15.6	27.9

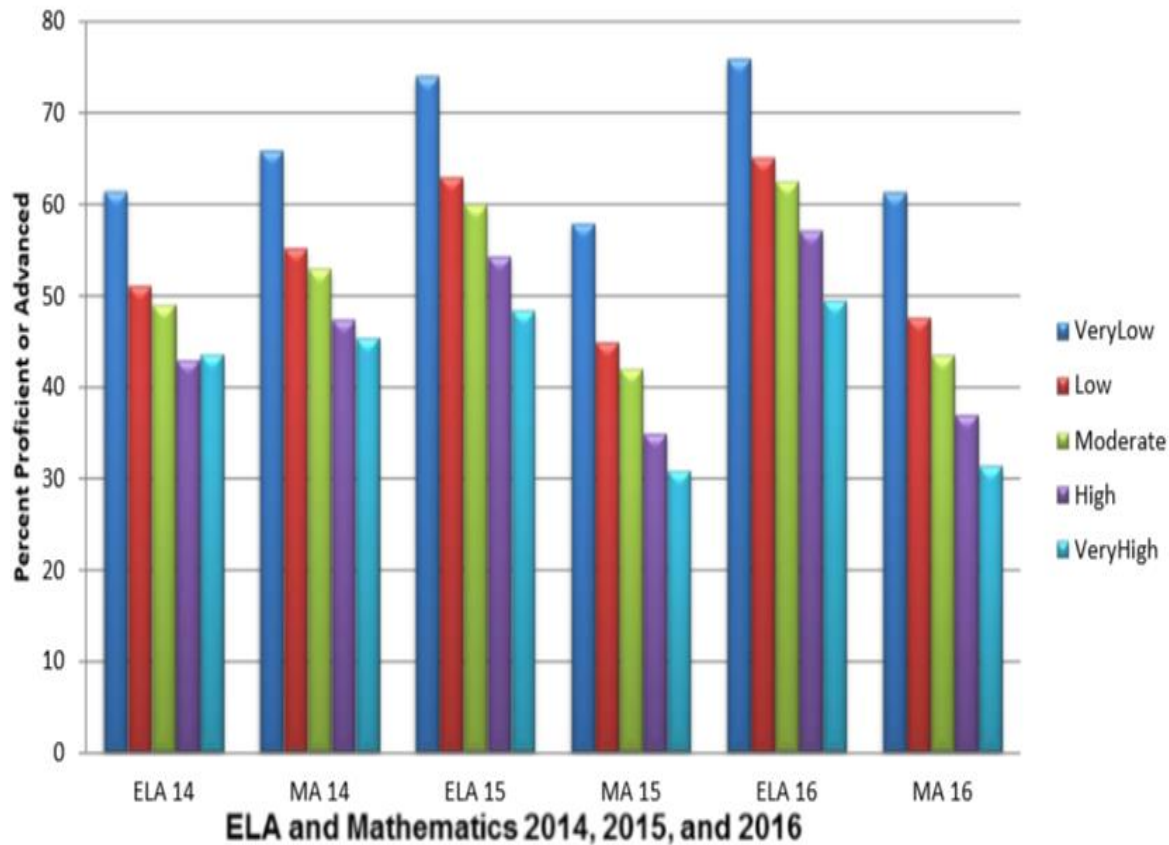
Using only FRL

MA = 26.5%

ELA = 44%



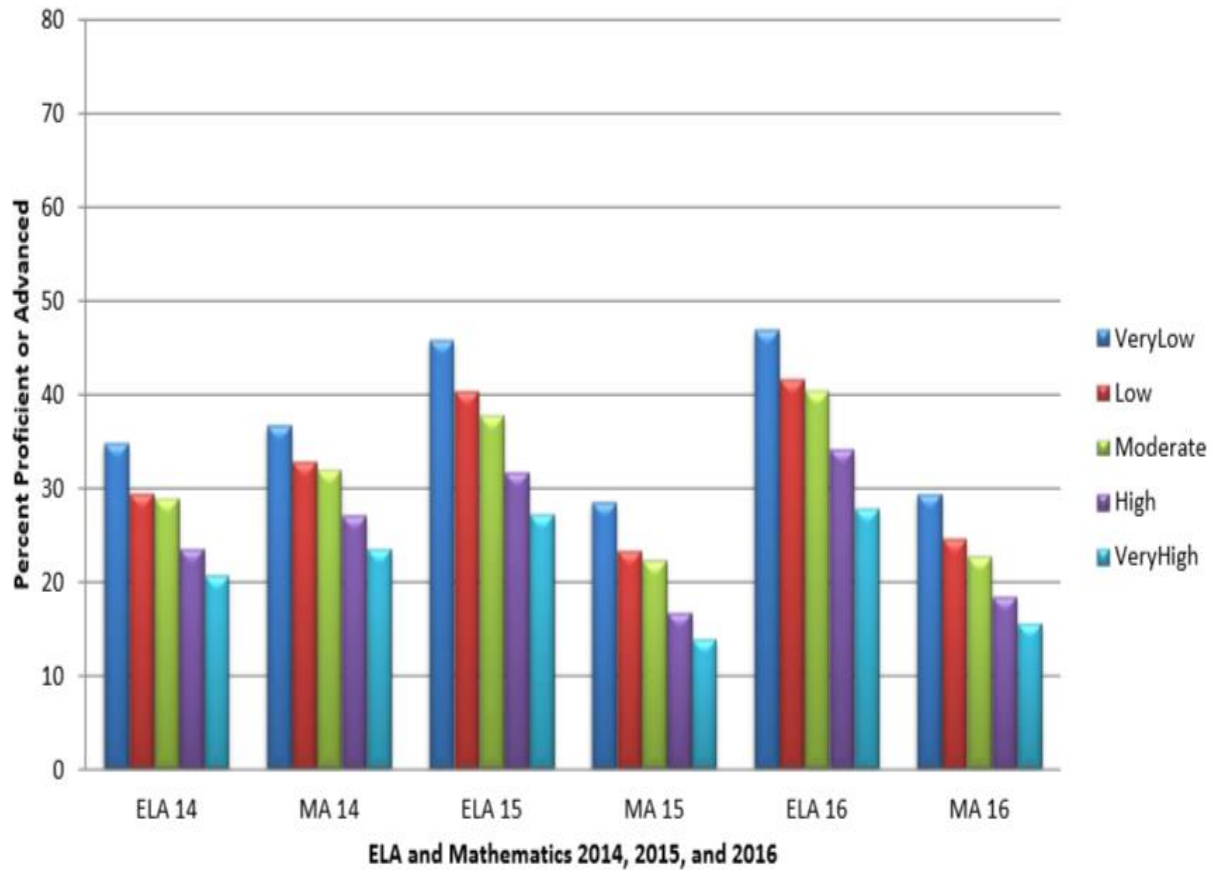
No years DC by district census poverty



Note: 2014, 2015, and 2016 represent different assessments and cannot be used to establish year-to-year trend data.



Three consecutive years DC by district census poverty



Note: 2014, 2015, and 2016 represent different assessments and cannot be used to establish year-to-year trend data.



CHALLENGES OF POVERTY



- Lack of jobs
- Lack of resources
- Transportation
- Lack of life experiences
- Often times, low self-image
- Access to healthcare
- Wrap-around service needs
- Mobility
- Homelessness
- Hunger
- Overcoming the “here and now”
- Lack of confidence – need to feel connected
- Trauma



SITUATIONAL VS GENERATIONAL POVERTY



Characteristics of Situational Poverty

- Occurs for a shorter period of time
- Usually the result of circumstances (divorce, illness, death)
- People have a sense of pride and a belief in their ability to rise above their circumstances through hard work.
- They may refuse to accept offers of help as “charity.”

Characteristics of Generational Poverty

- Affects a family for two generations or longer
- Usually involves welfare
- A common attitude is “I am stuck, and the world owes me.”
- There is a short-term value system, which emphasizes survival in the present—not planning for the future (e.g., long-range educational plans).

COMPARISON OF SITUATIONAL AND GENERATIONAL POVERTY



SITUATIONAL

- **Life priorities** include **achievement**, **possessions**, status.
- **Money** is to be **saved**, **managed**, invested.
- **Education** is crucial for getting ahead in life, making good \$\$, being respected.
- **Entertainment** is a **reward** for hard work; money is used for education and life comforts; **leftover \$\$** is used for entertainment after other priorities are met.
- **Discipline** is important; punishment/negative **consequences are about change**;

GENERATIONAL

- **Survival, entertainment, relationships** are important; it's all about the **PRESENT**.
- **Money** is to be spent, especially on things that **bring pleasure in the moment**..
- **Education** is valued in the **abstract**, **not** emphasized as a **real or attainable goal**.
- **Entertainment** plays a crucial role and is **highly valued**; it may take precedence over education; the present is all we have, **live in the moment**. *Spend money on what I want, beg for what I need.*
- Punishment is **not about change**; it is about penance and forgiveness; the person's **behavior continues** as before.

2013 NO SUCCESS = NO HOPE



- **No success data to know what was working**
- **Fully submerged in a “feel good” climate & culture**

- **System was failing our scholars**
 - **Same programs, same services**
 - **More services with federal and state title and grant money**
 - **No scholar and staff ownership in achieving success**
- Staff dysfunction**
– **Eyes are not on me**

Organizational Expectations

Act with a sense of urgency

Professionalism in ALL WE DO

Collaboration

High Expectations for ALL

Communication - *Following the Chain of Command*

Trust & Respect

Confidentiality

Servant Leadership

Capacity Building

Follow-up/Follow Through



NON-NEGOTIABLES



- **Improvement of reading skills Balanced Literacy Approach**
- **“Literacy is our leverage”**
- **Kids know their level K-5**
- **Lindenwood University – Reading Specialist Program**
- **Additional specialists**
- **County Library Cards for Students**
- **Math – experience/real-world - Practice**
- Listen for language of change
- What you look for, you see –
Inspect what you expect
 - Look Fors – Math, Missouri Reading Initiative (MRI)
Writing, Rigor, Relevance
- Reading everyday
 - Text-based evidence



NON-NEGOTIABLES



NON-NEGOTIABLES (CONTINUED)



- Use of Instructional Coaches to provide job-embedded professional development
- **ACCESS to reading materials**
 - **A book in every child's hand every day, reading 20-40 minutes a night – School, Summer, & Public Library**
- **Small group instruction vs. Whole group – differentiation – learning centers – Guided Reading & Math**
 - Fountas and Pinnell, Leveled Literacy Intervention (LLI)
 - Library/Media mini lessons vs. 50 minutes whole group
 - Every elementary students knows their reading goals
- Formalized, consistent writing program across the system
 - **Writing has been seen in many classes as an “add on”**
 - **Writing everyday, every class – “Let them finish to formalize”**
 - **Vocabulary development – State Assessments are like a trick**

System Changes for Success



**Politics
and Egos**

**5 Star
Customer
Service**

**Discipline and
Relationships**

Accountability

**Eliminate
Inconsistencies**
Adult Growth, Student
Mobility

**SHARE
Best
Practices**

Required System Changes for Success (CONTINUED)



**Simple &
Consistent
Communication**

**Student &
Staff
Efficacy**

Attendance

- Public relations campaign to reinforce the importance of attendance
- Process to check school attendance weekly
- Work to increase positive relationships with kids through interactions and increasing rigor and relevance in the classroom
- Process to ensure we account for every child, every day, every hour, and every minute they are in school
 - Students out of class, Dress code, ID's on the bus, Immunizations etc.

Accountability Systems



Challenges

1. **Workforce didn't know what unaccredited meant or how to move into an accredited range**
2. Don't assume your system can act with a sense of urgency
3. MOU's were plentiful
4. **Just because something is on a schedule doesn't mean it gets done – go look – accountability**
5. **We thought anything we did would work – system alignment to achieve intended outcomes – We didn't understand that our teaching had an impact on the outcomes**
6. No one holding district accountable or asking right questions

Strategies

1. **Cabinet presence in every building 2 times per month**
2. **District accountability walk-throughs twice a year**
3. **30 day accountability for reading data**
4. **Quarterly accountability meetings with principals**
5. Consistent communications about performance and progress
6. **Small wins and early successes**
7. **Strategic planning – 30, 60, & 90 – Some districts can put anything on paper and it will work**



District Perception & Reputation

Challenges

- **To turn around a system you can be in it, but cannot be beholden to it – business cards – beholden = failure**
- Academic failure for more than a decade
- **We didn't know what to do, so we said yes to anything**
- The media “had fun” highlighting the negative stories about our district
- **Many candidates did not apply for open positions – no future**
- District, staff, and student apathy



District Perception & Reputation



Strategies

1. **You cannot allow others to continue to tell you “how bad you are”**
2. **Re-branding campaign**
3. Media - Relationship Development
4. **Touchstone – “It’s a Great Day to be a Ram”**
5. **Faith-Based & Elected official tours**
6. **Improving culture is all about positive repetition**
7. Establishing credibility – Business Partnerships



District Evaluation Process Dysfunction



Challenges

1. **Evaluation tool discrepancies, not approved, not used**
2. Lost/strategically misplaced evaluations
3. **Nepotism/Cronyism**
4. Evaluations not completed – Formal process not followed
5. **Evaluation cycle – 5 years for tenured teachers**
6. **No accountability for performance improvement**
7. Incompetent administrators/administrator practices

Strategies

1. **HR Audit of approved and currently used evaluation tools**
2. Adopted the Missouri Educator Evaluation System (MEES)
3. **Quarterly meetings with administrators for updates and accountability**
4. Cabinet goals meetings and mid-year performance review
5. **Evaluation for all staff every year**
6. Administrative retreat
7. Legal evaluation training and Professional Improvement plan training 2 times a year

Professionalism – Students & Staff

Challenges

- **Staff to staff dysfunction and a real disdain for each other**
- Lack of trust in and among staff, students, administrators, central office personnel, and School Board Members.
- **Cliques and fiefdoms well-established at Central Office and throughout the district – protection from incompetency**
- Suspension is not the first step in correcting poor choices
- Discipline numbers became a reflection of the positive or negative day teachers/administrators were having.
- Want the best for students, but better for themselves

Strategies

- **Some staff were evaluated out**
- **“TEAM” and collaboration modeling starts at the top**
- **PBIS & Care Team Process**
- **Stopped promoting incompetency**
- **“True” relationship building – Key to success**
- **“5-star” customer service at ALL levels**
- **We had to stop being just one more negative experience in the lives of our scholars and families**
- **Poor treatment not acceptable or tolerated**

Teacher Retention and Turnover



Challenges

- No new hires in first year
- Climate and culture was on the brink
- District reputation/perception
- When you fail or are successful long enough, you become very good at either.
- Teachers leaving during the year



- Inadequate Substitute pool
- 42% staff and 50% administrative turnover after my first year
- Who wants out of their contract?
- Capacity of the organization determines direction & distance
- Loan Forgiveness Program

Teacher Retention and Turnover

Strategies

- We must have best Teachers for our classrooms
- Small pay increase/stipend all five years
- Strategic, well-planned, job-embedded professional development
- Support for classroom management 1-3 year teachers
- Student social, emotional, behavioral, psychological, life trauma support
- Grow Your Own Program
- Aggressive recruiting at university job fairs

- Teachers leave when it's bad and even more when it's good
- Teacher recognition programs
- Improved administrator/teacher relationships
- Better, more simplistic PD



Teacher Retention and Turnover



Federal/Grant Resources



Challenges

1. **Fractionalized system**
2. No accountability for programs or services purchased
3. Purchased items sitting in a locked storage rooms
4. End of the year spending frenzy
5. Nothing common to communicate about in PLC/Data team meetings.
6. **Mandatory participation in state programs & services wasn't "getting it done"**
7. **Unspent money**

Strategies

1. **What is good for one is good for all 9 elementary schools or both middle schools.**
2. Our district is no respecter of academic ability
3. **Regional School Improvement Team**
4. Purchases tied to District strategic plan and non-negotiables
5. **Expanded Early Childhood**
6. **Sought grants to assist families with rent & Utilities**
7. **Stop, start, continue**



Loss of pride in our school District

Challenges

- Vandalism, destruction of school district property
- Very negative media attention
- **Graduation rate – 69% in 2013 – late enrollment**
- Unaccredited status led to a negative regional perception
- **1,400 students signed up to transfer out**

- **Very little community support – We had become the “failing” or “unaccredited” Riverview Gardens School District**



Rebuilding Pride in District



Strategies

- Small, but impactful facility improvements
- **Graduation rate – 81.2% in 2017 – Will be higher in 2018**
- Think different, act different
- **Apple ConnectED Grant**
- **Added technology access in the classrooms**
- **Pre-AP Courses (111)**
- **Advanced Placement Courses 1 to now 11 (43/58)**
- **Increased scholarship money and opportunities for scholarships**
- **Dual Credit opportunities**

- **Coding & Cyber Security Labs**
- **Keep HS Scholars – whole family stays - Mobility**
- **Ferguson Protests brought our high school into the spotlight**



Increased Graduation Rate



Strategies

- **Infinite Scholars Program**
- **Jobs for American Graduates (JAG)**
- **Data cleanup and monitoring**



- **Student/staff success – success builds confidence**
- **AVID – College Readiness**
- **Early college program**
- **Strategic/closely monitored enrollment in courses**
- **Credit recovery – ACE alternative school, two sessions of night school, credit recovery during the day, Success Academy**
- **FAFSA frenzy & free tax return completion service on Saturdays**
- **Graduation has now become a point of pride**

Attendance



Challenges

- **69.5% in 2012-2013**
- **Single parent homes/students in transition (SIT)/non-resident students**
- School administrative practices – suspensions, audits
- **Transportation**
- **Lack of healthcare**
- **There was no parent/student connection between attendance and performance**
- Doctor's/dental other appointments during school day
- Late arrivals/early pickups
- **Inclement weather – Rain, sleet, snow, cold**



Attendance



- **Students became individuals – Personalization with Precision**
- **Increased wrap-around services – Students/Families**
- **Health, dental, hearing, & vision screening from mobile vans**
- **Bus passes for Alternative School students**
- **Moved bus pickups to ½ mile for school that needed it**
- **Hats, coats, gloves, scarves, socks drive/donations**
- **Whirlpool Care Counts Program**

Strategies

- **Attendance rate 69.5% in 2013 - for 2017 – 81.5%**
- **Attendance task force at each school – cabinet members are assigned to each school**
- **More efficient transportation for SIT students**

Professional Learning/Data Team Process



Challenges

- **What data?**
- Who is running this process?
- **No system of accountability**
- Structure/process broken – 10 years working with state PD group

Strategies

- **Establish professional learning structure**
- **Data Identified**
- **Build data confidence**
- **Principal data presentation to the Board each year**
- Weekly district and school letters to Board
- Cabinet member assigned to each PLC/Data Team
- **New teacher professional development program – 3 year. All new teachers get the same training – “Riverview Way”**
- **Cut out most textbook publishing training and went right to those already using the program for at least 3 years.**

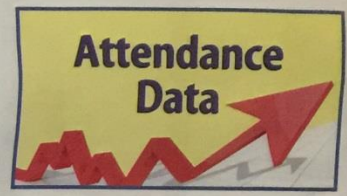
	Round 1 Q1 Aug 10 th - Sept 4 th	Round 2 Q1 Sept 7 th - Sept 30 th	Round 3 Q1 Oct 1 st - Oct 28 th	Round 4 Q1 Oct 29 th - Nov 24 th	Round 5 Q2 Dec 1 st - Dec 18 th	Round 6 Q2 Jan 4 th - Jan 27 th	Round 7 Q2 Jan 28 th - Feb 24 th	Round 8 Q3 Feb 25 th - Mar 1 st	Round 9 Q3 Mar 2 nd - Mar 29 th
F&F	G.E 27%	% At or Above GL 27%	GE 30%	% At or Above GL 45%	GE 31%	% At or Above GL 43%	GE 45%	% At or Above GL 29%	GE 31%
DANFORTH	27%	27%	30%	45%	31%	43%	45%	29%	31%
GIBSON	36%	36%	41%	45%	41%	47%	55%	40%	41%
GLASGOW	31%	39%	38%	41%	36%	36%	39%	45%	41%
HIGHLAND	25%	23%	38%	40%	33%	42%	54%	49%	41%
KOCH	31%	31%	30%	35%	42%	50%	55%	44%	41%
LEMASTERS	40%	40%	40%	43%	44%	52%	48%	45%	41%
LEWIS & CLARK	48%	46%	48%	54%	44%	45%	47%	45%	41%
MEADOWS	29%	38%	37%	40%	49%	56%	64%	51%	41%
MOLINE	38%	40%	41%	44%	37%	45%	47%	40%	41%
CENTRAL	6 th Test 1 37%	Test 2 36%	Test 3 31%	7 th Test 1 31%	Test 2 31%	Test 3 31%	8 th Test 1 30%	Test 2 38%	Test 3 31%
WEST VIEW	32%	40%	32%	35%	21%	31%	11 th Test 37%	38%	31%
HIGH SCHOOL	34%	36%	38%	36%	37%	38%	44%	50%	31%

501 Posters

Library Data

MOBILE	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
15,499										
DAN	1,824	1,155	1,084	2,409	310	1,257	526	312	1,010	
GIB	1,388	2,625	2,446	2,410	1,655	2,176	2,597	1,710	1,223	
GLA	1,654	3,110	2,518	2,703	1,705	2,325	2,070	1,811	1,765	
HIG	1,474	2,547	2,092	1,973	1,560	1,985	2,160	1,567	1,293	
KOC	1,127	1,457	1,674	2,177	1,502	2,075	2,156	1,512	1,669	
LEM	626	2,243	1,397	2,283	1,850	1,489	1,321	887	581	
LEW	795	1,214	1,417	1,230	508	1,860	1,275	1,179	631	
MEA	1,183	2,214	1,230	2,441	2,017	1,472	1,953	1,688	1,312	
MOL	1,545	3,465	3,747	3,130	1,693	2,772	2,548	1,901	1,425	
CEN	1,041	2,448	2,99*	1,286	847	1,249	988	450	307	
WES	2,017	1,946	1,518	1,541	1,213	1,538	1,475	1,248	935	
HS	640	663	801	707	374	847	1,533	507	1,944	
TOTAL	15,314	25,087	20,223	24,290	15,234	21,045	20,602	14,772	14,175	
	7,935	15,776	15,789	16,557	13,243	21,004*	19,854	18,282	19,280	

	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
DAN 85%	85% 48	78% 71	78% 71	74% 48 331	77% 52 333	71% 61 334	72% 59 327	64% 59 324		
GIB 84%	89% 339 418	79% 39 421	76% 32 415	80% 53 423	73% 52 418	76% 53 409	72% 64 411	76% 67 411		
GLA 88%	92% 24 340	87% 42 342	80% 35 339	75% 39 340	78% 41 339	77% 49 338	72% 44 332	71% 52 333		
HIG 80%	84% 48 391	81% 82 352	72% 64 349	69% 71 346	77% 65 342	71% 68 336	71% 62 343	74% 50 333		
KOC 84%	89% 33 360	83% 56 346	79% 41 341	75% 47 341	83% 44 331	77% 47 325	75% 50 321	73% 53 320		
LEM 89%	95% 15 340	84% 52 371	80% 35 336	82% 34 335	79% 33 332	76% 36 333	75% 33 329	72% 38 331		
L&C 89%	86% 25 243	84% 30 217	86% 19 208	83% 18 208	88% 17 206	81% 16 204	78% 21 202	69% 21 204		
MEA 92%	91% 23 324	89% 31 321	83% 23 308	85% 22 310	79% 29 312	80% 27 315	80% 29 314	67% 26 322		
MOL 83%	89% 34 411	83% 58 400	79% 44 390	77% 56 395	79% 63 391	76% 59 391	69% 63 382	69% 69 372		
CEN 81%	92% 41 646	79% 23 644	79% 94 623	72% 107 613	78% 105 670	74% 110 609	69% 114 605	73% 113 603		
WES 84%	88% 57 610	81% 45 582	81% 75 567	80% 82 570	82% 79 563	75% 78 574	72% 95 563	68% 100 553		
HS 67%	78% 182 1095	72% 258 1091	65% 284 1003	62% 319 999	67% 316 980	62% 305 944	60% 331 988	53% 336 987		



90/90
Attendance
Percent

Enrollment



Collaboration/Community Partnerships

Challenges

- **We had none in 2013 unless they were getting paid**
- **Multiple MOU's with no accountability and in some cases, very little if any effective services for scholars**
- **No one was willing to “invest” in “Raggedy Riverview”**
- School district was in a crisis and the community stood by and watched it happen
- Loss of ownership in the school district





Collaboration/Community Partnerships

Strategies

- The only way we can offer additional services is through partnerships
- Started with Parkway School District for Algebra 1 and Biology
- Webster Groves School District for Advanced Placement course instruction and alignment
- Kirkwood School District for administrative support and capacity building
- A few of our partnerships – Boeing, Regions Bank, The Little Bit Foundation, Anonymous Donor, YMCA, Boys & Girls Club, Girls Inc., Girls on Fire, Civic Progress, Regional Business Council, North County Inc., North County Reinvestment Fund, United Way, Matthews Dickey, University of Missouri St. Louis, St. Louis University, Lindenwood University, Apple Inc., Maryville University, Missouri State University

Collaboration & Community Partnerships

The Little Bit Foundation



Collaboration & Community Partnerships VisionFest



Collaboration & Community Partnerships Oral Health



Collaboration & Community Partnerships Farmers Market



Fresh Fridays Farmers Market

Come shop for fresh, affordable fruits and veggies.
EBT and Double Up Food Bucks accepted.

Friday's
from 2:30–4:30p.m.
April 27th – May 25th

Moline Elementary School
9865 Winkler Dr.
St. Louis, MO 63136



MISSOURI FOUNDATION FOR HEALTH

**Healthy Schools
Healthy Communities**
LET'S BUILD A HEALTHIER FUTURE



Collaboration & Community Partnerships Food Distribution



Community Food Distribution Riverview Gardens School District

Fresh Produce, Canned Goods, Dry Goods & Other Items [While Supplies Last, Varies Monthly]

**Central Middle School
9800 Patricia Barkalow Drive
Saint Louis, MO 63137**

**Every 1st Thursday
10:00-12:00**

While Supplies Last

**September 7, 2017
October 5, 2017
November 2, 2017
December 7, 2017
January 4, 2018
February 1, 2018
March 1, 2018
April 5, 2018
May 3, 2018**



**FREE! Just
come, first
served! All
families are
welcome.**

For more information, please call (314) 869-2505 extension 2489.

LESSONS LEARNED



- Not everyone wants you to be successful
- Success means mediocrity cannot live there
- The team around you matters
- Accountability is the lifeline to success
- To improve your organization, improve your people
- When you start to feel comfortable, don't
- What you look for, you see
- You must push students and staff to and through their level of frustration
- You must eliminate inconsistencies
- Without data, we act on false formative observations and “feel goods”
- Finish what you start, hardwire a measurement system of progress and don't stop doing something unless the data tells you to do so. Don't let “people” stop progress because its “too hard”

CONTINUED CHALLENGES



Students

Early Childhood Education opportunities for all children

Mobility

Transportation

Social, emotional, & community effects from stress and traumatic life events

Finances

Access to resources for the MSIP Standard 3.4 performance area

30% decline in district assessed valuation 2007-2017 – 5.5% increase in 2017

Salary Schedules – Professional & Support

Smaller class sizes

Administrative support at all schools

Facility concerns – Science labs, materials, athletic, & HVAC

High Quality Professionals

Steady stream of high quality professionals (teachers & administrators)

Shortage of substitute teachers

Candidate perceptions of district and community

Results



Who said poverty and success cannot co-exist? We have proven it can!

MSIP 5 APR POINTS

2012 DRAFT APR – 38pts.

2013 APR – 40pts.

2014 APR – 63.5pts.

2015 APR – 111pts.

2016 APR – 104.5pts

2017 APR – 99pts

Provisionally Accredited December 2, 2016

Provisionally Accredited December 1, 2017 (2nd year)

Dr. Scott Spurgeon

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