



2018 Application
Performance Area:
Teaching, Learning & Assessment

Please complete all sections of this application form, save the file and email to Training@msbanet.org by 5:00 p.m. on Friday, March 9, 2018.

School District: Brentwood School District

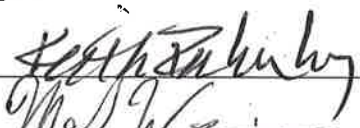
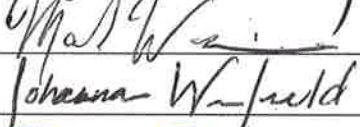
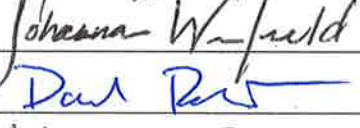
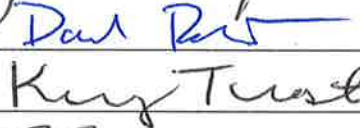
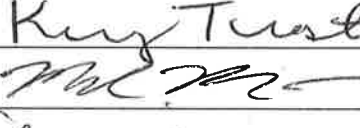
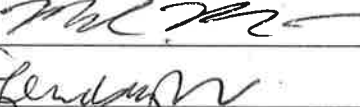
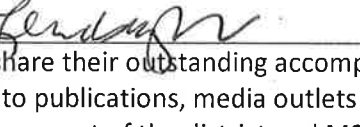
Board President: Keith Rabenberg President Daytime Phone: 3149542543

President Email: krabenberg@brentwoodmoschools.org

Names of and Titles Who Contributed to the Application:

- Keith Rabenberg-School Board President
- Mark Womer- School Board Vice-President
- Johanna Winfield- School Board Secretary
- Dan Brouillet
- Kerry Trostel
- Melissa Nehrt
- Lindsay Spencer

We attest that this application has been completed and reviewed by the board members listed above and made with the knowledge and approval of at least a quorum of the board. We attest that the information provided in this application is true and accurate. **Signatures Required.**

Print Name:	Signature:
<u>Keith Rabenberg</u>	<u></u>
<u>Mark Womer</u>	<u></u>
<u>Johanna Winfield</u>	<u></u>
<u>Dan Brouillet</u>	<u></u>
<u>Kerry Trostel</u>	<u></u>
<u>Melissa Nehrt</u>	<u></u>
<u>Lindsay Spencer</u>	<u></u>

If selected as a winner, the Board of Education agrees to share their outstanding accomplishments through MSBA communication channels, including but not limited to publications, media outlets and/or presentations at meetings and conferences, on mutual agreement of the district and MSBA.

Yes No

Teaching, Learning & Assessment Criteria

- 1. Current Comprehensive Curricula:** A current, comprehensive curricula is externally aligned with Missouri standards approved by the State Board of Education and internally aligned within and across grade levels and all subject areas. Current board policies support a systematic review, evaluation and revision of curricula that includes input from all stakeholder groups. All curricula are formally approved by the board. The board approved curricula are accessible to professional staff and communicated to parents/guardians. There is evidence of implementation of board approved curricula in all classrooms.

2. **Strong Instructional Leadership and Effective Instruction:** Instructional leadership and instructional practices are based on evidence from a body of high quality research and demonstrate high expectations for all students. The board periodically reviews instructional leadership and instruction for effectiveness and impact on student performance. The board supports plans that proactively seek improved instructional leadership and effective instruction. There is evidence that improvement in instructional leadership and instruction has led to increased student performance.
3. **Data-based Decision Making Regarding Instruction and Programming:** Instructional programs and practices demonstrate alignment to the district's priorities outlined in the strategic plan/CSIP. Systematic collection and review of applicable and reliable data guides decisions regarding the effectiveness of instructional programs and practices. The board periodically reviews district programs and practices for effectiveness in achieving district priorities. The board supports plans that proactively seek proven, research-based instructional programs and practices. There is evidence of improvement in the district's instructional programs and practices.
4. **Balanced and Comprehensive System of Student Assessment:** An effective comprehensive assessment system (e.g. formative, benchmark and summative assessments) measure progress toward mastery of curricular standards. Ongoing formative and benchmark assessments guide instructional practice, including individual remedial and enrichment requirements. Student performance data is communicated in ways that are clear and meaningful for all stakeholders. The board periodically reviews the effectiveness of the student assessment system and clarity of the communication of student performance data. The board supports plans that proactively seek improved assessment practices to improve instruction and student performance. Assessment practices have led to improvement in instruction and student performance.
5. **Access to Educational Programming and Resources:** All student populations are provided access to educational programming and resources determined by their needs. There is a focus on closing achievement gaps by using data to improve practices and provide targeted programs or supports. The board periodically reviews the access to and effectiveness of educational programming and resources for all students according to their instructional needs and supports plans that proactively seek improved access and effectiveness of educational programming. There is evidence of the effectiveness of the educational programming and resources in improving student performance and closing achievement gaps.

6.

Application Questions

Provide the Board of Education's response to the following questions for each of the criteria areas listed above. Responses may not exceed one page for each of the criteria areas. Additional pages, including appendices or attachments, will not be read or considered.

1. Describe what occurred that is outstanding in the criteria area. Be sure to address all areas listed in the description of the criteria.
2. Fully describe how specific board practices achieved or contributed to the outstanding accomplishment for the criteria area. Fully describe the board's role and/or actions that led to the accomplishment.
3. How do you know it worked? Describe the evidence that demonstrates the board's practices are effective in meeting the criteria area.

Application Process

On the last page of the application, describe the process the board used to complete the application so as to ensure participation of board members in the application process. Include information on the board's process for deciding to apply for the award; how board members contributed ideas for the content of the

application; board member involvement in the drafting of the application; and board approval of the final application to be submitted to MSBA. The response is limited to one page.

Questions about the Application or Awards

Please contact Janet Tilley, Director, Board Development, by phone at 800-221-MSBA (6722), ext 379, or by email at tilley@msbanet.org.

Current Comprehensive Curriculum: Describe what occurred that is outstanding in the criteria area; the board's role and/or actions that led to the accomplishment; and evidence that demonstrates the board's practices are effective. **Be sure to address all areas in the description of the criteria.**

Outstanding Practices- The long-standing academic success of the Brentwood School District is a result of a comprehensive and ever-evolving curriculum. The curriculum has been developed over the past fifteen years by teams of teachers and administrators to fully meet the needs of our students and to prepare our students for post-secondary education. All components of the curriculum have been written at the local levels and fully aligned to state standards. The curriculum is analyzed and reviewed by curriculum committees on a rotating basis that ensures that all subject areas are reviewed regularly and include best curricular practices. The curriculum is readily accessible to all faculty members and is housed in the Build Your Own Curriculum Program (BYOC). The documents include standards, learning targets, essential questions, unit plans, and supporting materials. The program allows the curriculum to be a living, breathing document that truly reflects classroom practice. In addition to analyzing the curriculum by subject area, we also have grade-level teams meet regularly to discuss vertical articulation.

Role of the Board- The Board of Education of the Brentwood School District takes a very active role in the curricular process. The policies and procedures support an inclusive curriculum and resource adoption cycle. The board has adopted policies that support a differentiated curriculum that meets the needs of all students including traditional, IEP, gifted, and alternative. The board members participate and actively contribute to the annual review of curriculum. All board members prepare in advance of curricular reviews by reading the information and are able to contribute to the discussion in a meaningful way. The board is able to share the community perspective on the direction of the curriculum and allow our faculty to move us in that direction. A recent example is the board's desire to have more science, technology, engineering, and math (STEM) opportunities for our students. The focus from the board led the faculty to implement the Project Lead The Way (PLTW) program in the Brentwood School District. The program is now offered in grades K-12 and has been a wonderful benefit for our students. Through excellent financial stewardship the Board of Education has been able to financially support curriculum committee work, professional development, and curricular resources. The board has provided curricular coaches in the areas of reading and science that have helped our teachers with curricular understanding and instruction. The board regularly reviews district achievement data including the Annual Performance Report (APR), ACT scores, and NWEA. The board of education holds the superintendent accountable for progress in the metrics.

Evidence- The Brentwood School District consistently has one of the highest Annual Performance Scores in the state. The district received a score of 100% in 2016 and 99.3% in 2017. Our composite ACT score is two points higher than the state average. Two out of our four schools, Mark Twain Elementary and Brentwood High School, have been named Blue Ribbon Schools. We exceed national norms on the NWEA assessment in math and English language arts, grades K-12.

Strong Instructional Leadership and Effective Instruction: Describe what occurred that is outstanding in the criteria area; the board's role and/or actions that led to the accomplishment; and evidence that demonstrates the board's practices are effective. **Be sure to address all areas in the description of the criteria.**

Outstanding Practices- The Brentwood School District believes that effective instruction begins with the recruitment and selection of high-quality teachers. Our district consistently attracts 60-100 plus applicants for each teaching position due to our reputation in the area. We also have a competitive salary schedule that places us in the top 5 highest paying districts in St. Louis County. Our financial resources have allowed us the luxury of only hiring teachers and administrators with experience. Once the teachers are hired we support them in a variety of ways. We have a comprehensive teacher mentor program in which current teacher leaders and administrators meet regularly with the new instructors. The teachers in the district are encouraged to all take on leadership roles and serve as experts in their curricular areas. In recent years we have focused on training our principals in being effective coaches and evaluators of our teachers. All of the principals have received training in cognitive coaching and skillful observation. Each teacher receives multiple observations throughout the year including feedback sessions with the administrator. The teachers set individual goals and meet throughout the year to assess growth towards those goals. On a rotating basis, all of the principals and central office staff conduct walk-throughs at each of the schools. The practice of conducting observations as a team allows the administrative team to calibrate on expectations and share common best practices across the district. The teachers are able to self-evaluate their performance through the data team process. All teachers in the district have been trained on a common process to analyze student data and adjust classroom instruction accordingly. Based on data, students are placed in appropriate classroom interventions to assure they are meeting their individual academic goals. Teacher assistants are provided at each grade level to allow for small groups and differentiated instruction. All teacher assistants are certified as teachers.

Role of the Board- The Board of Education has supported professional development for teachers in the areas of Response to Intervention (RTI), Skillful Observation, National Teacher's Reading and Writing College (NTRWC), NWEA, Project Lead the Way (PLTW), Leader in Me, and data teams. The board receives annual presentations from each school on key academic performance metrics. The superintendent discusses teacher performance issues and the board approves teacher contracts. The board receives regular updates on key district initiatives including assessments, professional development, and programs. The board reviews the district strategic plan and measures of progress related to instructional leadership and effective instruction. Board members have served on instructional committees and attended professional development activities. The Brentwood Board of Education adopted a budget that provides essential financial resources in this area such as teacher assistants at each grade level and district educational specialists.

Evidence- The Brentwood School District English Language Arts MAP scores are 22 points above the Missouri average. Our Math scores are 21 points above the Missouri average. Science scores are 21% above the Missouri average and social studies scores are 12% above the Missouri average.

Data-based Decision Making Regarding Instruction and Programming: Describe what occurred that is outstanding in the criteria area; the board's role and/or actions that led to the accomplishment; and evidence that demonstrates the board's practices are effective. **Be sure to address all areas in the description of the criteria.**

Outstanding Practices- The Brentwood School District recognizes the importance of utilizing data to determine the effectiveness of our practices and the value of data in guiding our decision-making. The district utilizes a strategic planning process that aligns with the Baldrige model of continuous improvement. The district goals are determined after a comprehensive data review and a determination of strengths and opportunities for improvement. Each goal is measurable and includes the person(s) responsible and a clear time-line. Every staff member in the district serves on a strategic planning committee. The performance metrics for this year include math scores, ELA scores, ACT scores, NWEA scores, and financial indicators. Progress is monitored on a monthly basis and action plans are adjusted accordingly. Data-based decision making is utilized at the district and the building level. Each school aligns their individual school improvement plan to the district strategic plan. The schools set targeted goals and assess them in a Plan-Do-Study-Act format. Grade-level teams meet weekly to analyze student data to identify trends, determine intervention groups, and make instructional decisions based on the data. The teams utilize NWEA data, formative assessment data, and reading inventories to triangulate and determine appropriate small learning groups for students. The grade-level teams consist of the teachers, counselor, administrator, and reading specialists.

Role of the Board- The board has clearly communicated expectations that decisions need to be based on data. District data is frequently shared with the board and is transparent to the community. The board receives regular updates on district performance data and programmatic review data. The Board of Education has been supportive in providing professional development in the areas of data analyzation and the data team process. The board reviews and approves the district assessment plan on an annual basis. They played a key role in the district moving from an ineffective benchmark assessment to using NWEA. Board members were concerned that we did not have nationally normed data and did not have the ability to assess our performance outside of local school districts. The board was supportive and involved throughout the process and ultimately funded the purchase of the Northwest Evaluation Assessment (NWEA). In the 2017/2018 school year the board funded the program, OnStrategy, which tracks the district's strategic plan.

Evidence- The district has shown documented progress toward measurable goals in strategic plan. By utilizing NWEA, we have evidence of individual student goal setting and goal achievement. Brentwood School District scored 1.2 points higher than the national average on the ACT.

Balanced and Comprehensive System of Student Assessment: Describe what occurred that is outstanding in the criteria area; the board's role and/or actions that led to the accomplishment; and evidence that demonstrates the board's practices are effective. **Be sure to address all areas in the description of the criteria.**

Outstanding Practices- The Brentwood School District maintains a comprehensive and balanced assessment plan. The assessment plan includes locally developed assessments, norm-referenced benchmark assessments, and all state and federal mandated assessments. Brentwood has developed systems in which all forms of assessment are used in concert in order to inform daily instruction of our students. Normed assessments such as NWEA are used to identify student's individual academic levels and determine students in need of remediation or enrichment. Brentwood has focused on common assessments that are developed by grade-level teams which allow the teachers to share disaggregated student data. The data drives the conversations about which classroom practices are being effective with the children. The teachers meet a minimum of weekly to analyze multiple assessment data points and students are placed accordingly in small groups and interventions. With an average of 15 students per class and a teacher assistant per grade level, we have the ability to work with students in small groups on a regular basis. The NWEA results are shared individually with students which allows them to set individual goals and to take ownership of their learning. The students track their growth over the course of the year and lead parent conferences in which they present evidence of their growth. The district maintains an online portfolio of assessment data on each student. The online data allows teachers the ability to plan in advance for incoming students for the coming year and not lose valuable time at the start of a new year.

Role of the Board- The Brentwood Board of Education takes an active role in the approval of the district's assessment plan on an annual basis. The board served as a key driver in the move to a nationally normed benchmark assessment. Board members had expressed concerns that in our current assessment plan, Brentwood did not have the ability to effectively compare academic achievement with comparable school district; particularly those outside of the state of Missouri. These concerns led to an extensive process of researching norm-referenced benchmark assessments and the decision to utilize NWEA. The board supported the initiative by approving training and on-going coaching in the use of the program and how to effectively use the data results. The BOE models the importance of data through their interest in district data and the expectation that performance results will be regularly shared with the board. The BOE receives regular updates on MAP data, NWEA data, and ACT data. The state of Missouri has decided that they will no longer support the cost of the ACT tests for students but the Brentwood BOE elected to absorb the cost so that all Brentwood students would have the opportunity.

Evidence- As a direct result of the board's focus on assessment and accountability for the individual growth of students, Brentwood has performed higher than the national norms in all areas of NWEA (Math, ELA, and Science). The national norms consist of over 11 million students.

Access to Educational Programing and Resources: Describe what occurred that is outstanding in the criteria area; the board's role and/or actions that led to the accomplishment; and evidence that demonstrates the board's practices are effective. **Be sure to address all areas in the description of the criteria.**

Outstanding Practices- Due to the active guidance and support of the Brentwood BOE, students in the district have access to programming and resources to meet the needs of all populations. Programming and resources are in place to meet academic and social/emotional needs of students and families. A comprehensive system of support is in place at all levels. School teams meet regularly to discuss individual student academic and social/emotional needs. The teams determine appropriate interventions and track student progress over time. All Brentwood faculty has been trained in the CI3T model of effective intervention. A variety of programming is provided to meet student needs. Remedial students have access to teacher assistants, reading specialists, and interventionists. Enrichment students have access to our gifted program. In addition we support the St. Louis Regional Program for Exceptionally Gifted Students (PEGS). The Brentwood School District pays tuition for our students that qualify for PEGS. Alternative education offerings include the Collaborative School. The Collaborative School is an online-learning based school that consists of students from the Brentwood School District, Clayton School District, and Ladue School District. Virtual offerings will be expanded in the 18/19 school year as we have entered into an agreement with the Springfield Launch virtual program. The program will allow us to offer free virtual classes to all of our high school students. Brentwood offers access to Parents as Teachers (PAT) for the community. On average over 40% of our incoming kindergarten families have been in the PAT program. We offer education for 3-5 year olds through the Brentwood Early Childhood Center. The center served over 50% of our incoming kindergarten students for the 2017/2018 school year. Brentwood has put several measures in place to address the achievement gap and have shown considerable progress. The entire Brentwood faculty has experienced a two-year training on social justice. The district has been a long-time proponent of the Voluntary Inter-district Choice Corporation (VICC) program. We currently have over 100 students that reside in the city of St. Louis and we have consistently shown more academic success with the students than the home district. In recent years we have assisted the Normandy School District in their efforts to regain accreditation. Brentwood shared teacher assistants with Normandy to allow for student interventions. Brentwood is committed to the equity of all students through personalized learning and accountability to all student's growth.

Role of the Board- The Brentwood BOE has been supportive of multiple programs and trainings that have expanded our ability to meet the needs of all students. Examples in recent years include professional development in social justice, CI3T, data teams, and personalized learning. The board identified the need for a district science coach and approved the hire. The BOE has approved gifted classes for elementary students and tuition for students in the PEGS program. In recent years the funding for Parents as Teachers (PAT) has been cut by the state. The Brentwood BOE elected to supplement the state funding to allow the program to maintain the same level of service to the community.

Evidence- Brentwood offers multiple Tier 2 and Tier 3 intervention in academics and social-emotional. Data supports student growth and movement out of Tiers 2 and 3. Evidence of our commitment to the achievement gap is shown through our success with our current VICC students and graduates. Over 80% of our Brentwood VICC graduates go on to higher education.

Application Process: describe the process the board used to complete the application so as to ensure participation of board members in the application process. Include information on the board's process for deciding to apply for the award; how board members contributed ideas for the content of the application; board member involvement in the drafting of the application; and board approval of the final application to be submitted to MSBA.

The Brentwood Board of Education began discussion of the Outstanding Board of Education Awards at the January 16 board meeting. It was determined that all board members would read the criteria and decide on the most appropriate application area. It was further determined that the board would hold a workshop on February 6 to work on the application. Six board members and Superintendent Lane met on February 6. The workshop consisted of brainstorming and taking notes on each area of the Teaching, Learning, and Assessment Criteria. The one board member who was not available for the workshop session reviewed and made suggestions for the application. Superintendent Lane was charged with gathering data points that were discussed in the workshop. A draft of the application was shared with board members on February 16th. The application had a final review and approval at the February 20 board meeting.