



Saint Paul Public Schools

Special Meeting

Thursday, February 22, 2018 4:30 PM

**SAINT PAUL PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 625**

BOARD OF EDUCATION



Zuki Ellis
Chair



Steven Marchese
Vice Chair



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Superintendent

BOARD OF EDUCATION COMMITTEES

Committee of the Board – Steven Marchese, Vice Chair

SPPS VISION STATEMENT

Imagine every student
Inspired, challenged, and cared for by exceptional educators
Imagine your family
Welcomed, respected, and valued by exceptional schools
Imagine our community
United, strengthened, and prepared for an exceptional future
Saint Paul Public Schools: Where imagination meets destination

MISSION of the Saint Paul Public Schools – PREMIER EDUCATION FOR ALL

Long-Range Goals Adopted by the Board:

HIGH ACHIEVEMENT

Learners will meet the highest district and state standards through a learning journey that is academically rich and rigorous.

MEANINGFUL CONNECTIONS

Learners will understand the relationship between their lives and the lives of others, and the relevance of their educational experiences to their roles in society.

RESPECTFUL ENVIRONMENT

The learning environment will be safe, nurturing and equitable for our diverse learners.

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
SPECIAL MEETING OF THE BOARD OF EDUCATION
Administration Building
360 Colborne Street**

**February 22, 2018
4:30 PM**

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. Strategy Development Update

1. Introduction
2. Presentation
3. Discussion

III. ADJOURNMENT

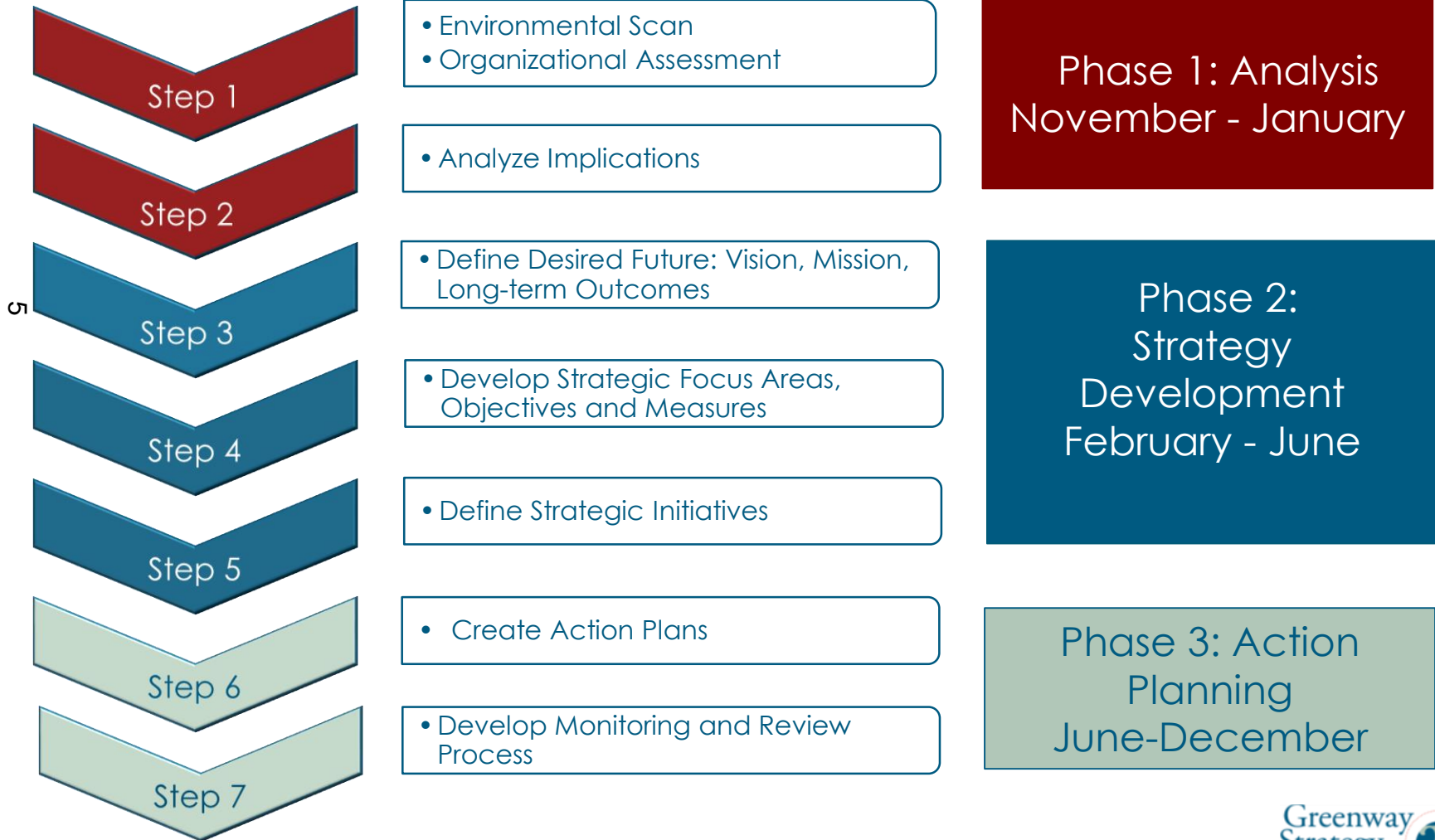


Strategy Development Update

Board of Education Meeting
February 22, 2018



Project Overview



Strategic Plan Components

The Direction

- ❑ Mission = descriptive statement of purpose, WHAT we do
- ❑ Long-term Outcomes = specific, measurable results to achieve
- ❑ Strategic Focus = areas that must be addressed to achieve long-term outcomes
- ❑ Strategic Objectives = choices about how to address the strategic themes

The Methods

- ❑ Strategic Initiatives = significant projects to implement the objectives
- ❑ Action Plans = how to get the projects done

Kernels of a Good Strategy

Phase 1: Analysis

A diagnosis: an explanation of the nature of the challenge. A good diagnosis simplifies the often overwhelming complexity of reality by identifying certain aspects of the situation as being the critical ones.

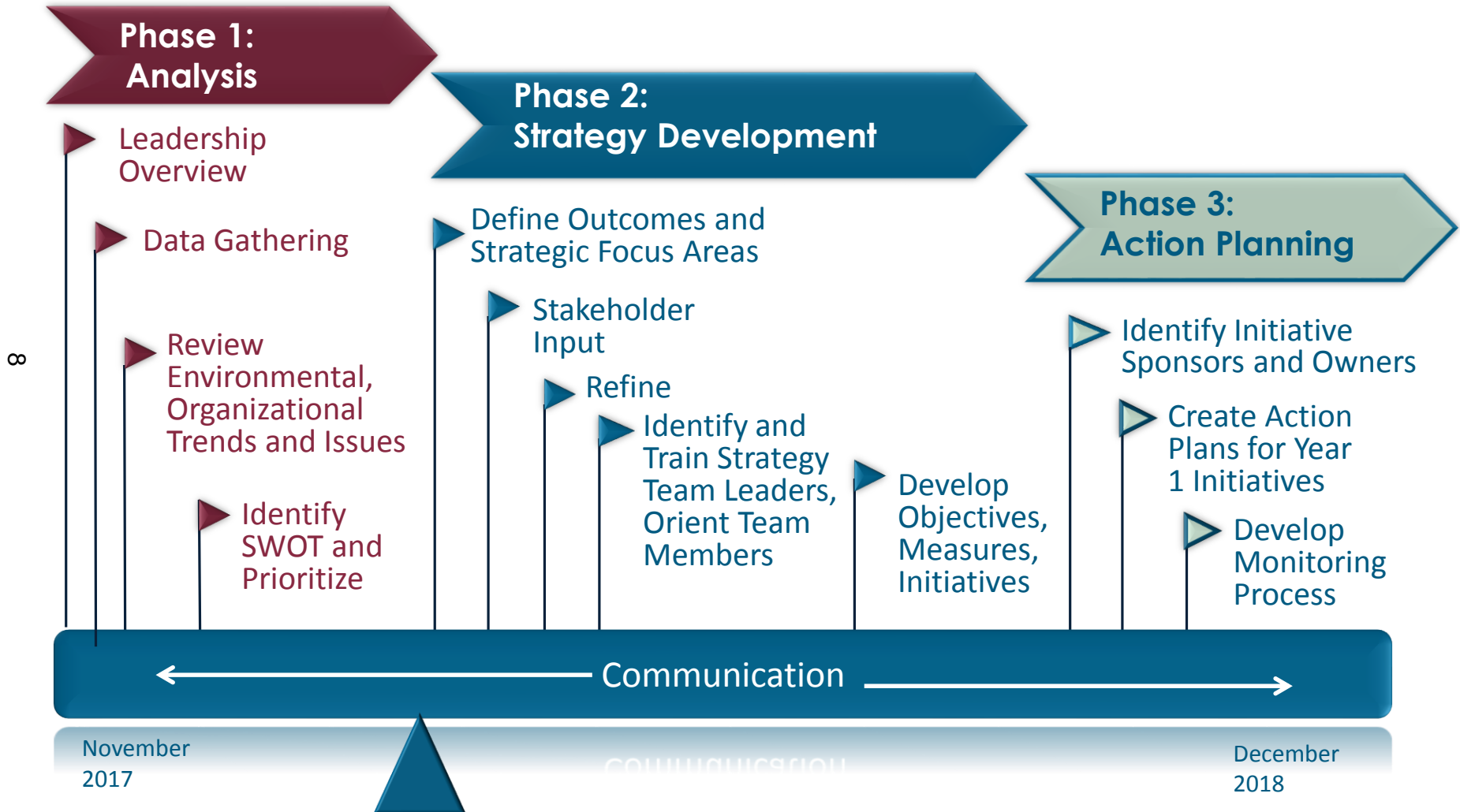
Phase 2: Strategy Development

A guiding policy: an overall approach chosen to cope with or overcome the obstacles identified in the diagnosis.

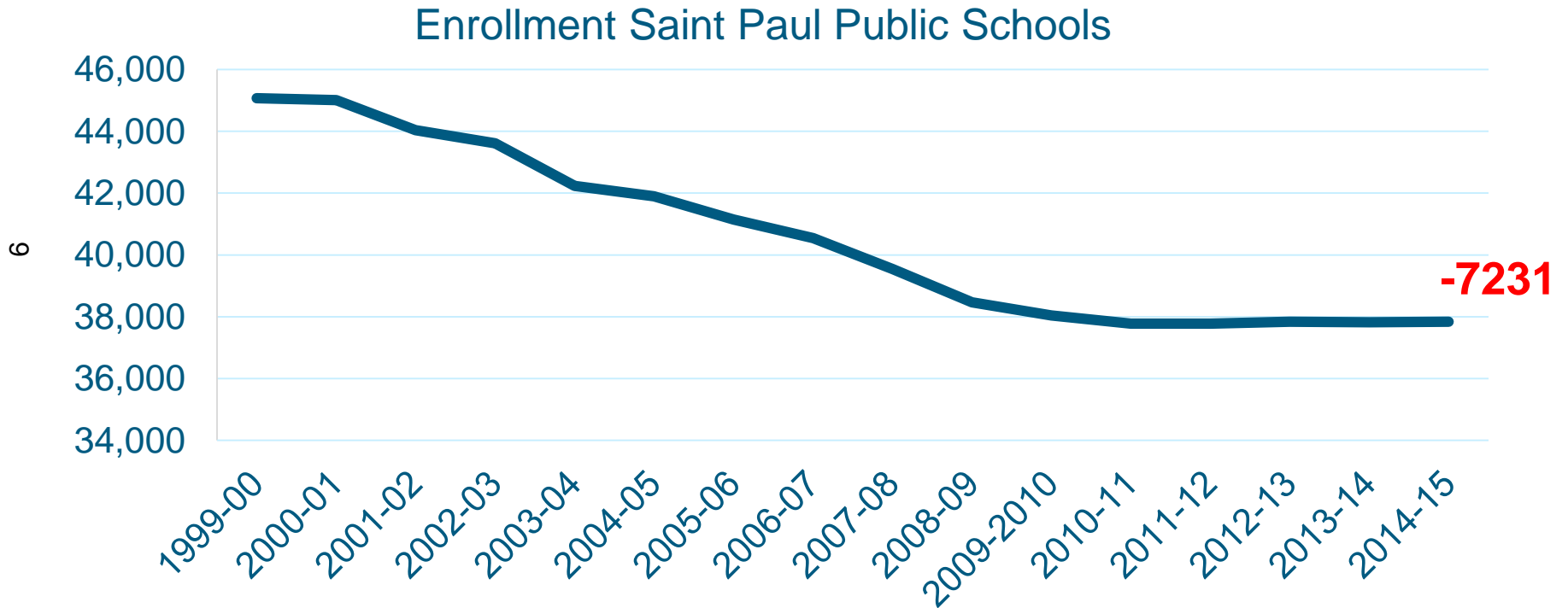
Phase 3: Action Planning

Coherent actions: steps that are coordinated with one another to support the accomplishment of the guiding policy.

St. Paul Public Schools Strategic Planning Process



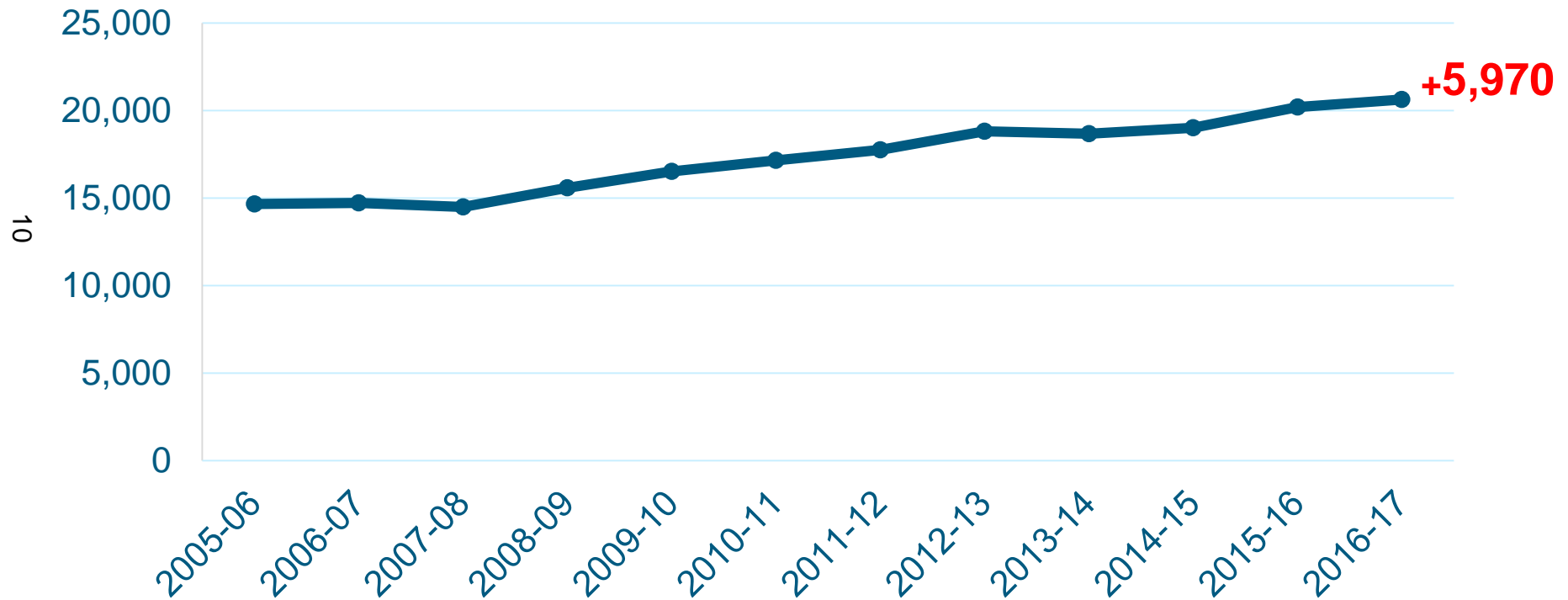
Over the last 15 years, overall SPPS Enrollment has declined approximately 16%



Source: SPPS Enrollment Data

Over the last 10 years, SPPS residents have increasingly chosen non-SPPS options

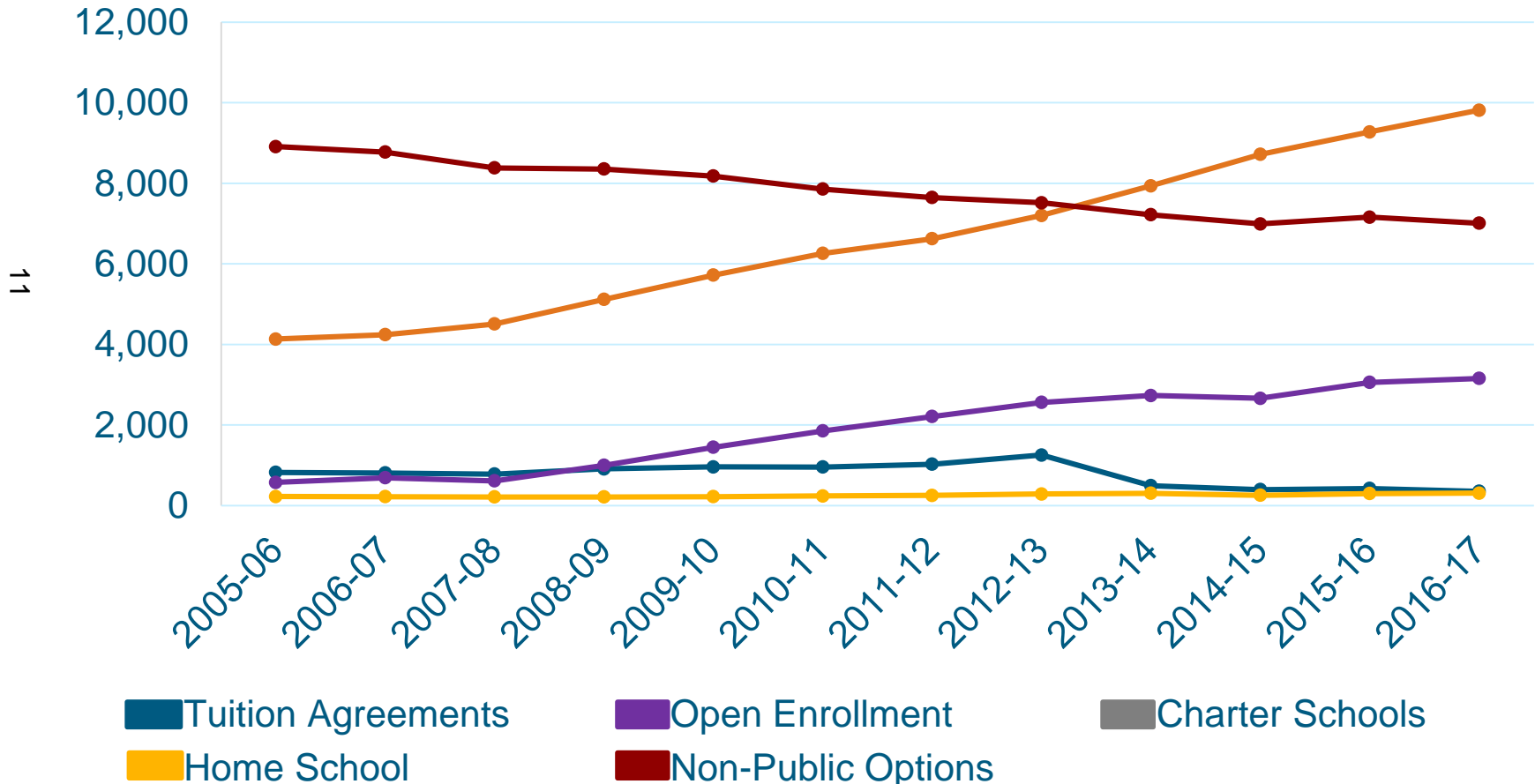
Saint Paul Residents choosing non-SPPS options



Source: Reinhardt 2017

Among non-SPPS options, charter school enrollment has seen the greatest increase over the past ten years

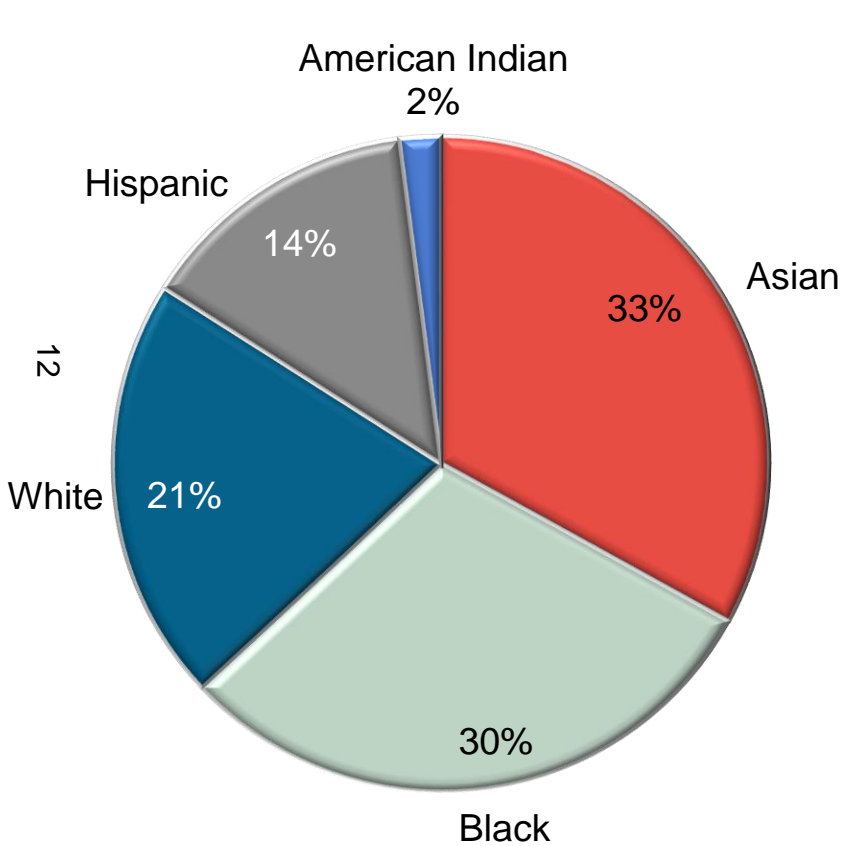
Saint Paul Resident Enrollment



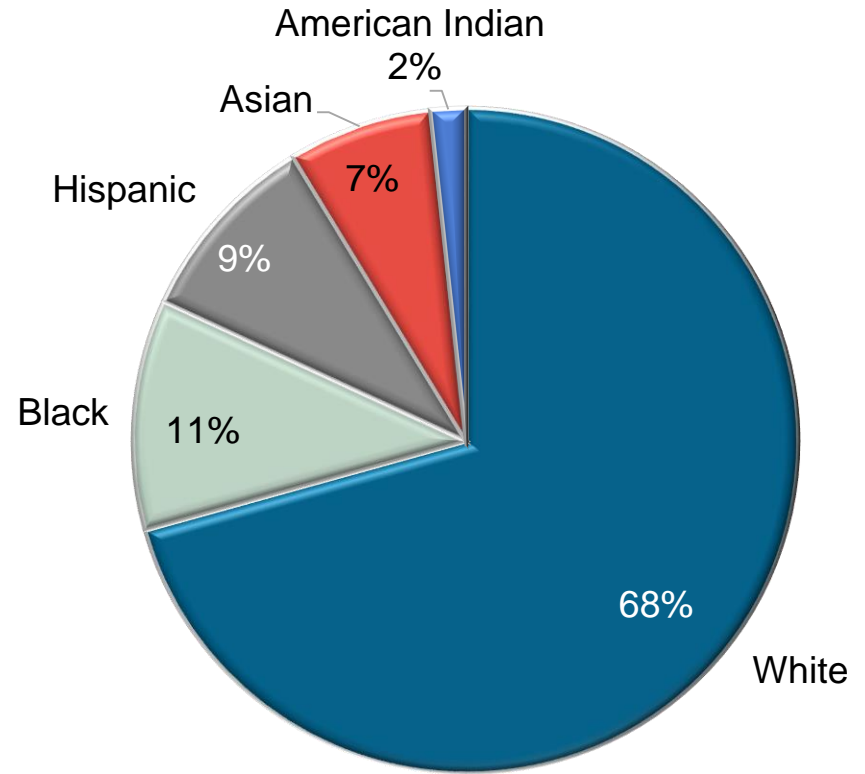
Source: Reinhardt 2017

SPPS has a more diverse student racial composition than the state overall

SPPS Student Demographics



Statewide Student Demographics



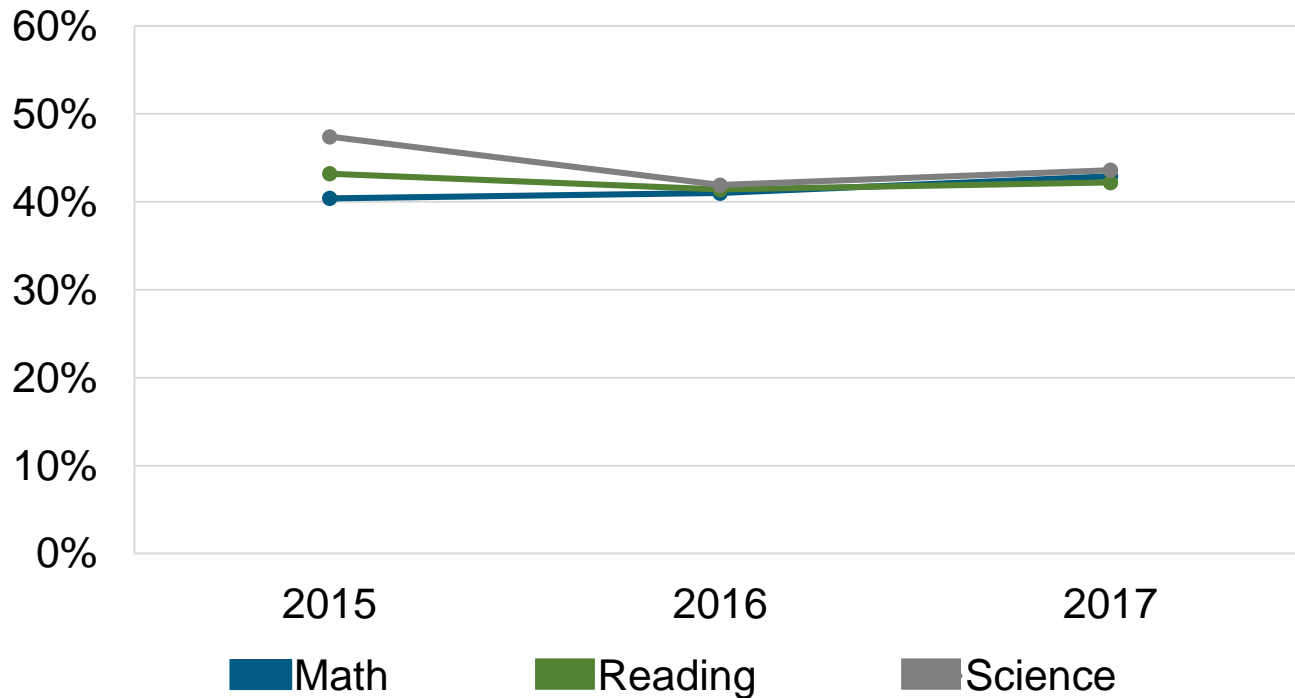
Minnesota Comprehensive Assessment Scale Scores & Achievement Levels

Does Not Meet	Partially Meets	Meets	Exceeds
Students at this level succeed at few of the most fundamental skills for the Minnesota Academic Standards	Students at this level partially meet this subject's skills for the Minnesota Academics Standards	Students at this level meet this subject's skills for the Minnesota Academic Standards	Students at this level exceed this subjects skills for the Minnesota Academic Standards

Source: MN Dept of Education, Interpretive Guide for Minnesota Assessment Reports 2016-2017

Over 40% of SPPS students do not meet standards in tested subjects

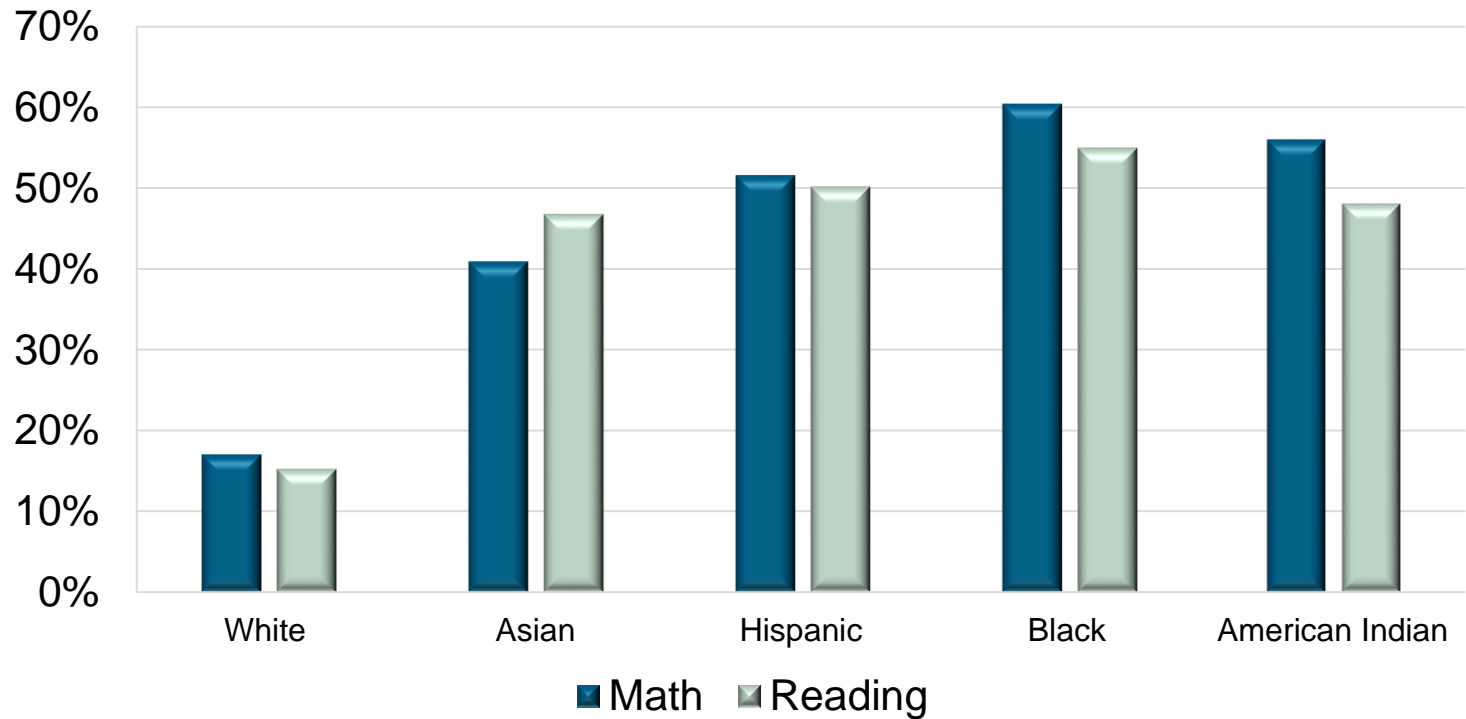
Does Not Meet Standards:
All students and tested grades



14

A greater percentage of students of color do not meet standards, and fewer exceed

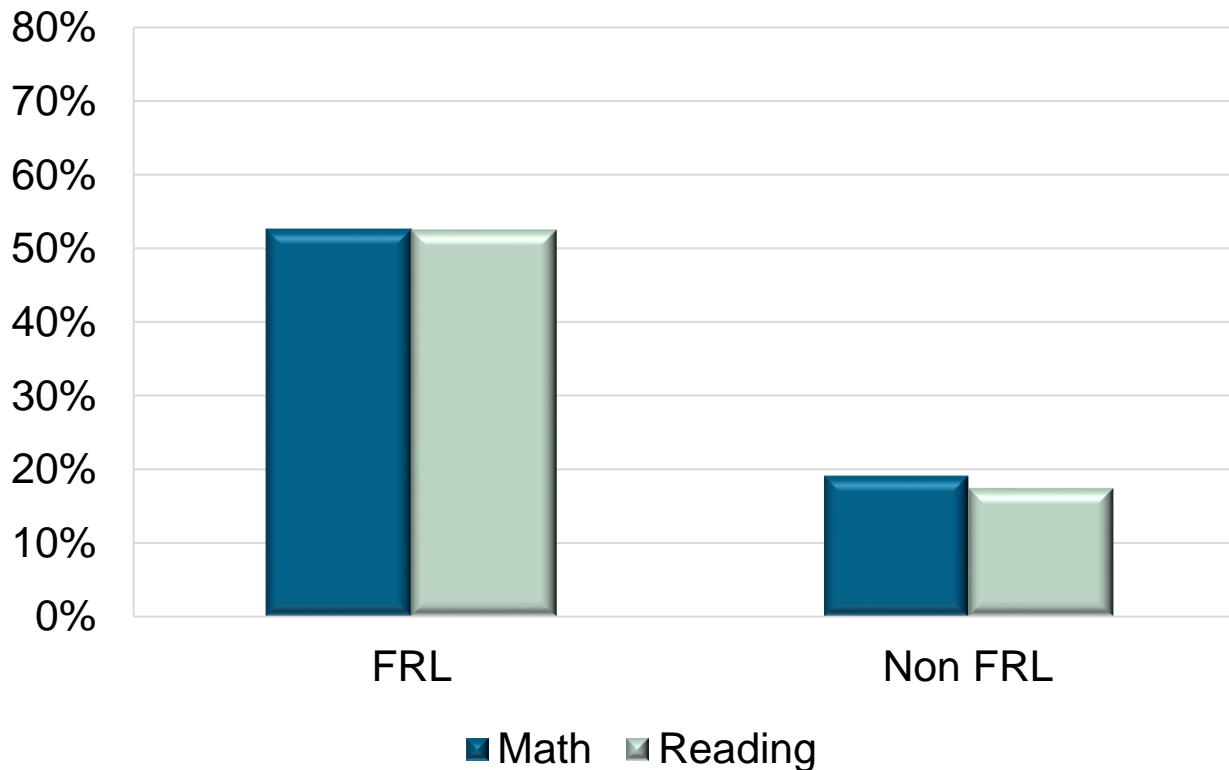
Does Not Meet Standards
by Race 2017



15

A greater percentage of economically disadvantaged students do not meet standards, and fewer exceed

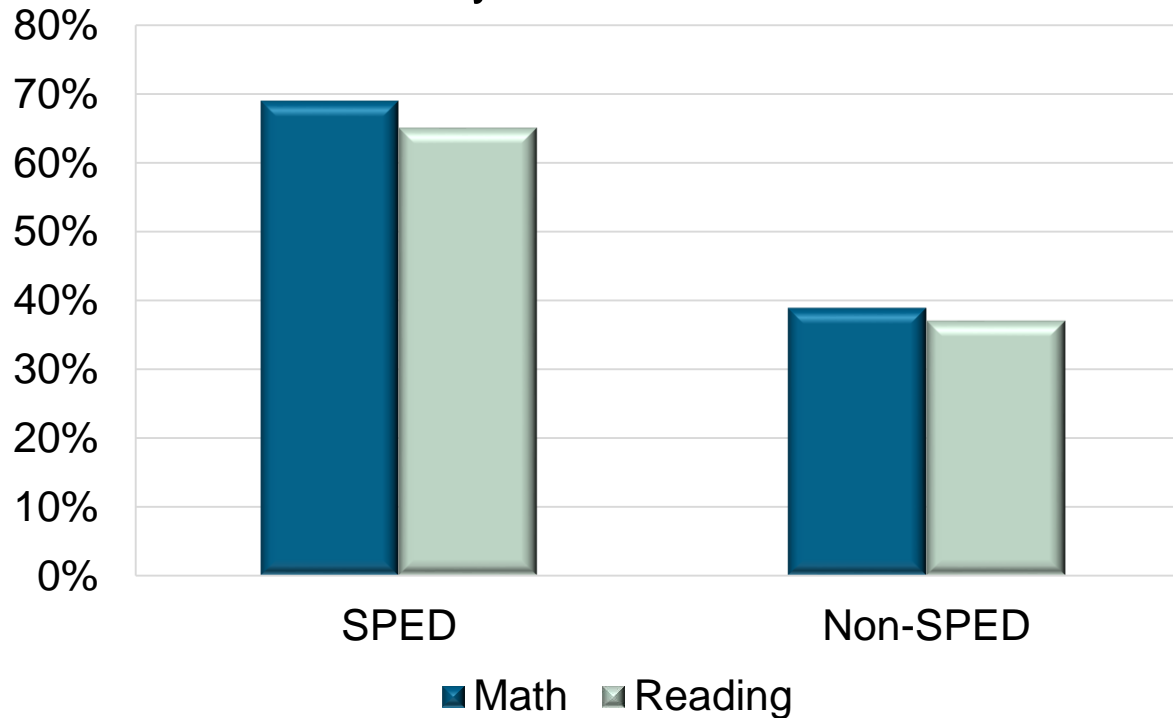
Does not meet standards
by FRL 2017



16

A greater percentage of special education students do not meet standards, and fewer exceed

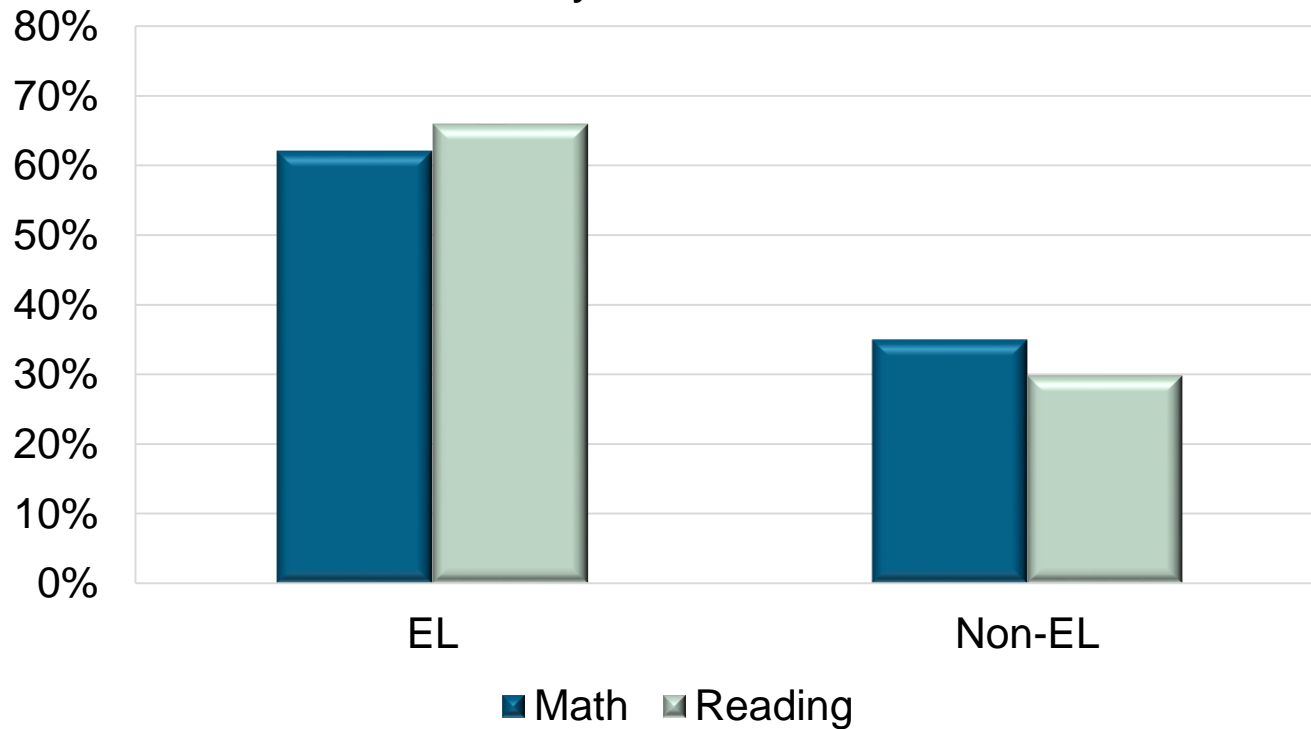
Does not meet standards
by SPED 2017



17

A greater percentage of English learners do not meet standards, and fewer exceed

Does not meet standards
by EL 2017

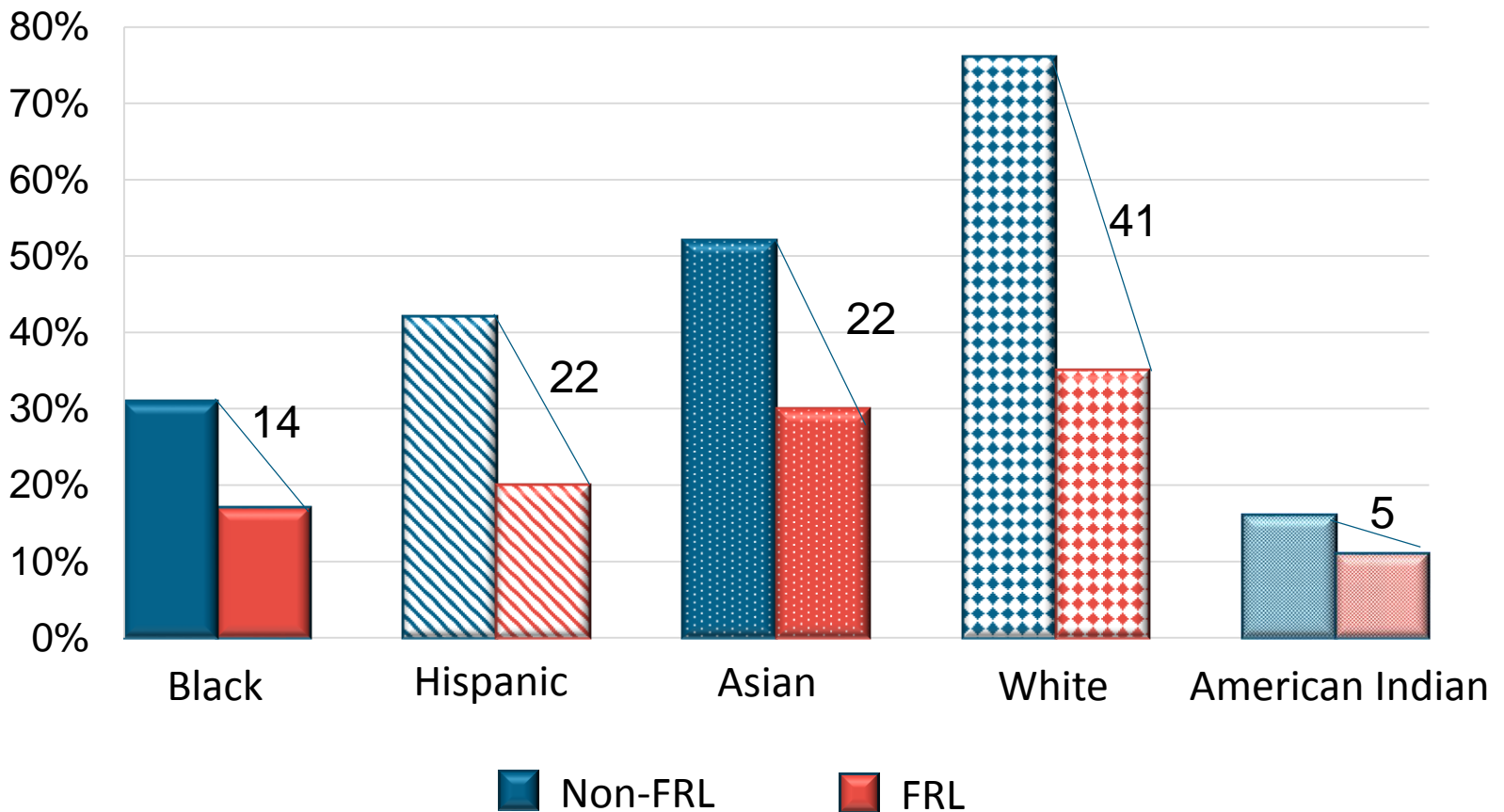


18

White students, regardless of income, perform at higher levels than other students

Grades 3 - 11 Math

Meets and Exceeds Standards 2017

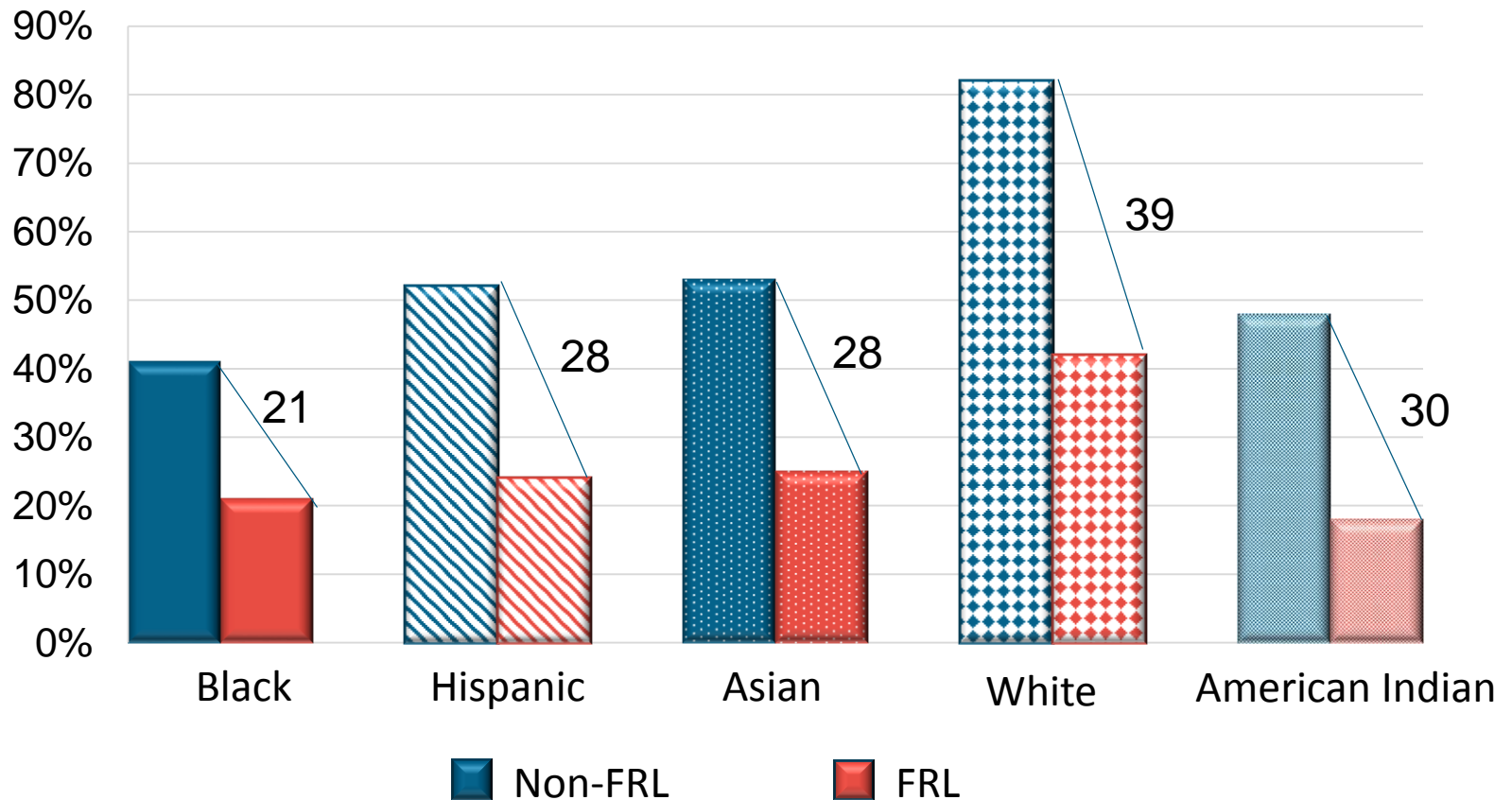


19

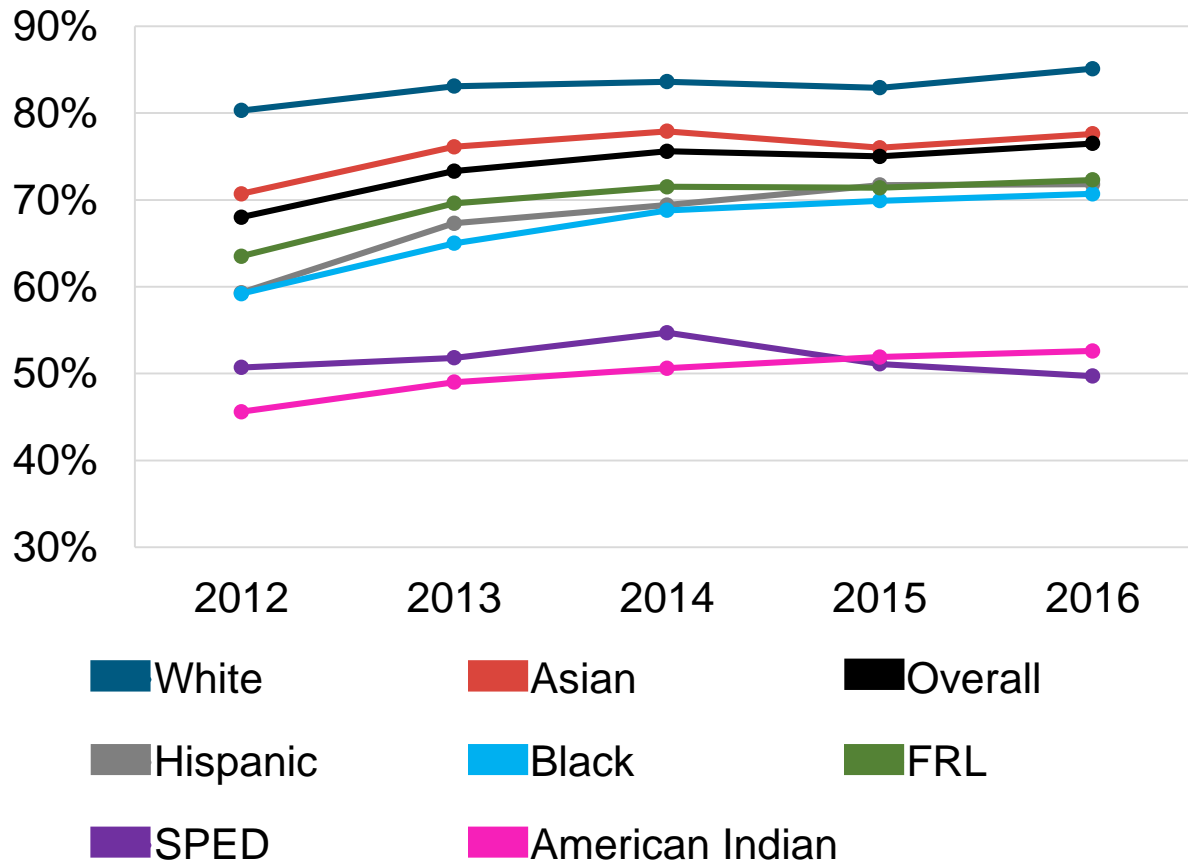
White students, regardless of income, perform at higher levels than other students

Grades 3 - 11 Reading

Meets and Exceeds Standards 2017

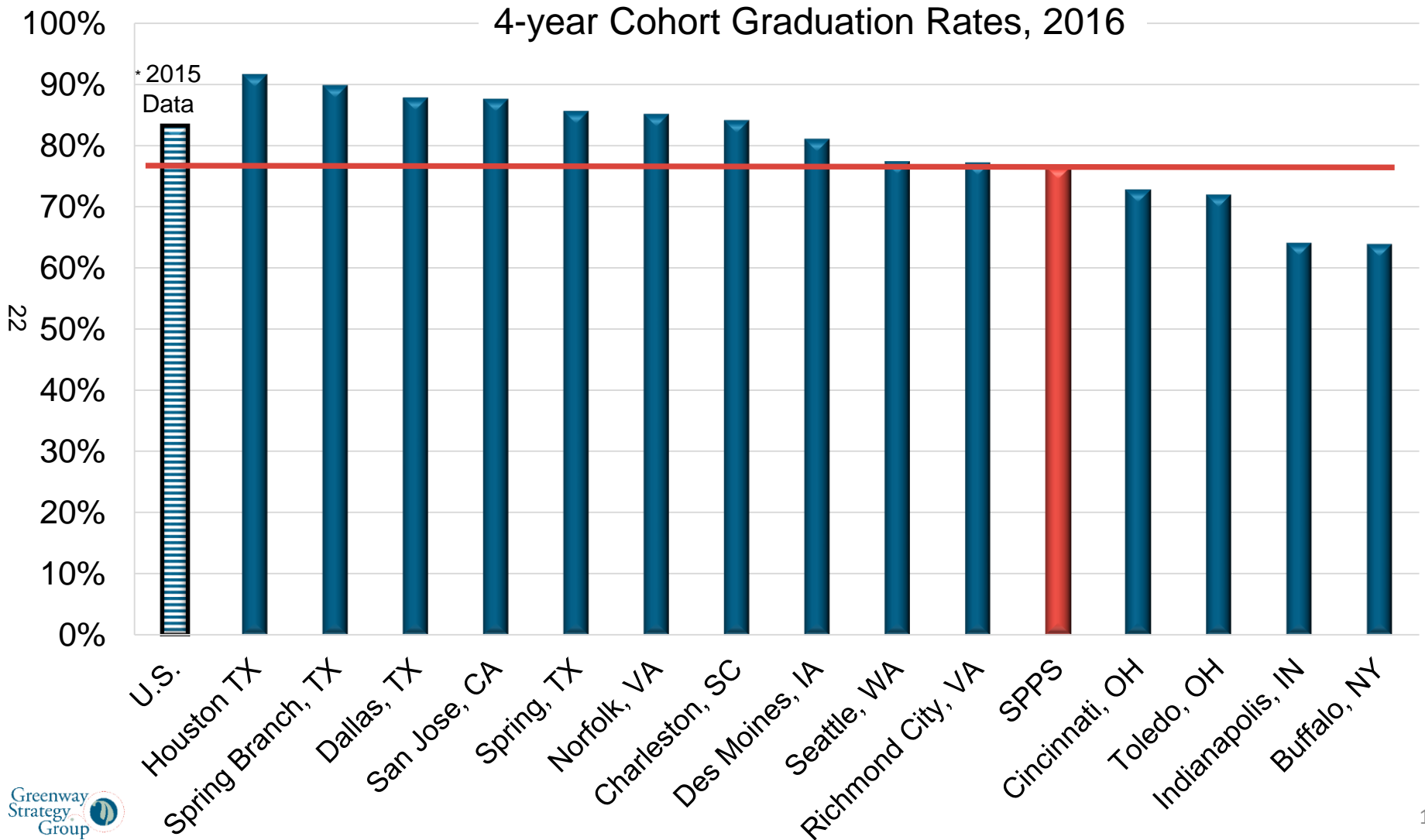


4-Year Graduation Rates have increased overall to 76.5%, and the gaps are closing, with the exception of students in special education

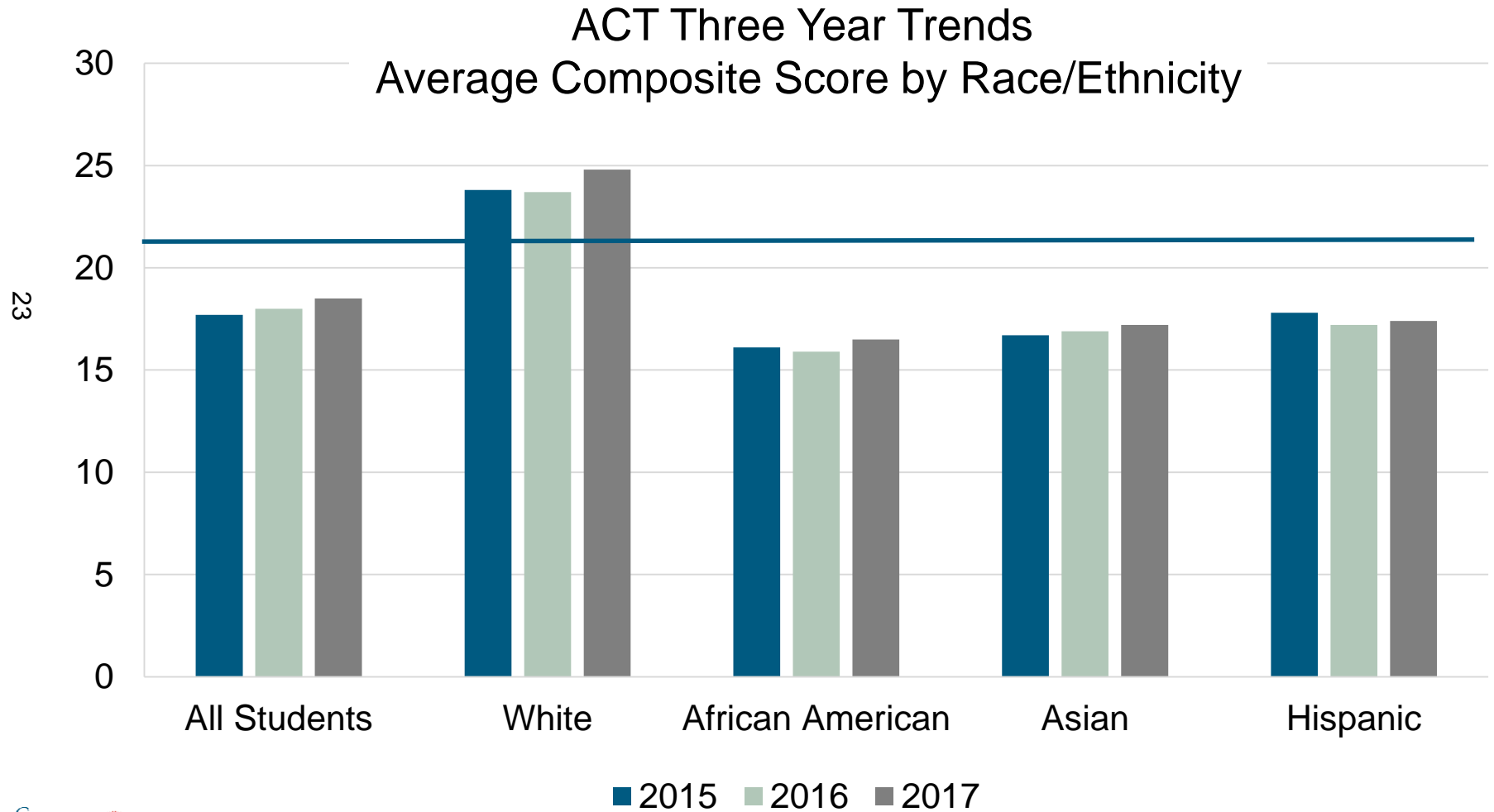


21

The SPPS graduation rate is below the U.S. average and that of many comparable districts nationwide

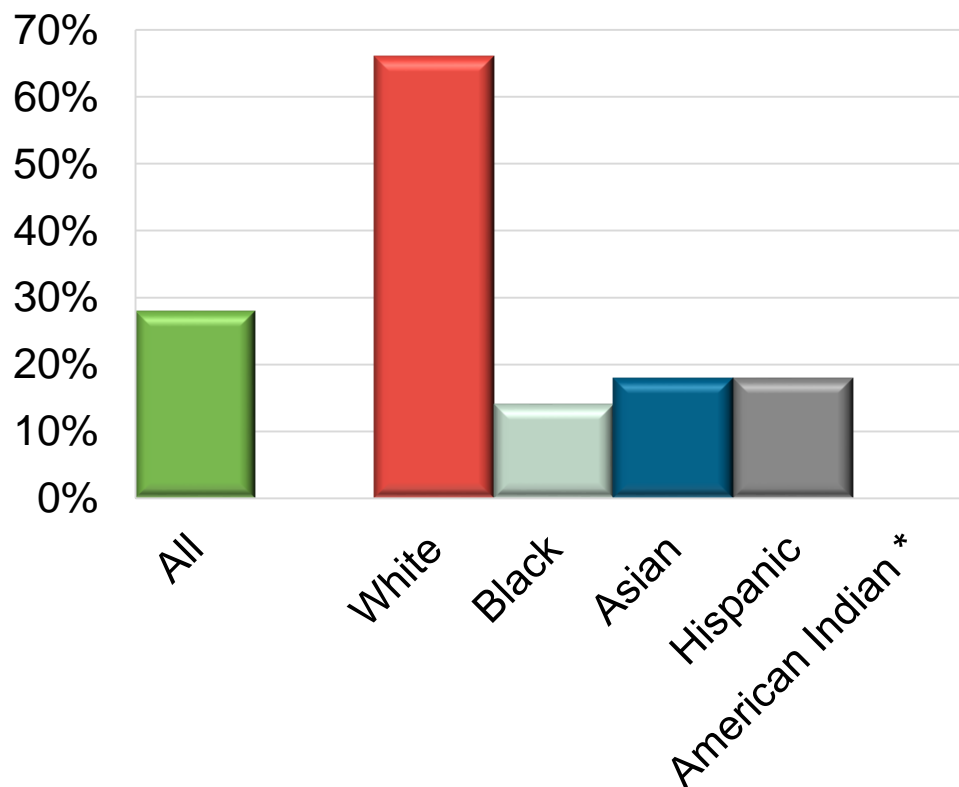


ACT scores have been relatively flat over and racial disparities persist



Saint Paul ACT scores have been relatively flat over time, and significantly more White students achieve a score indicating college readiness comparable

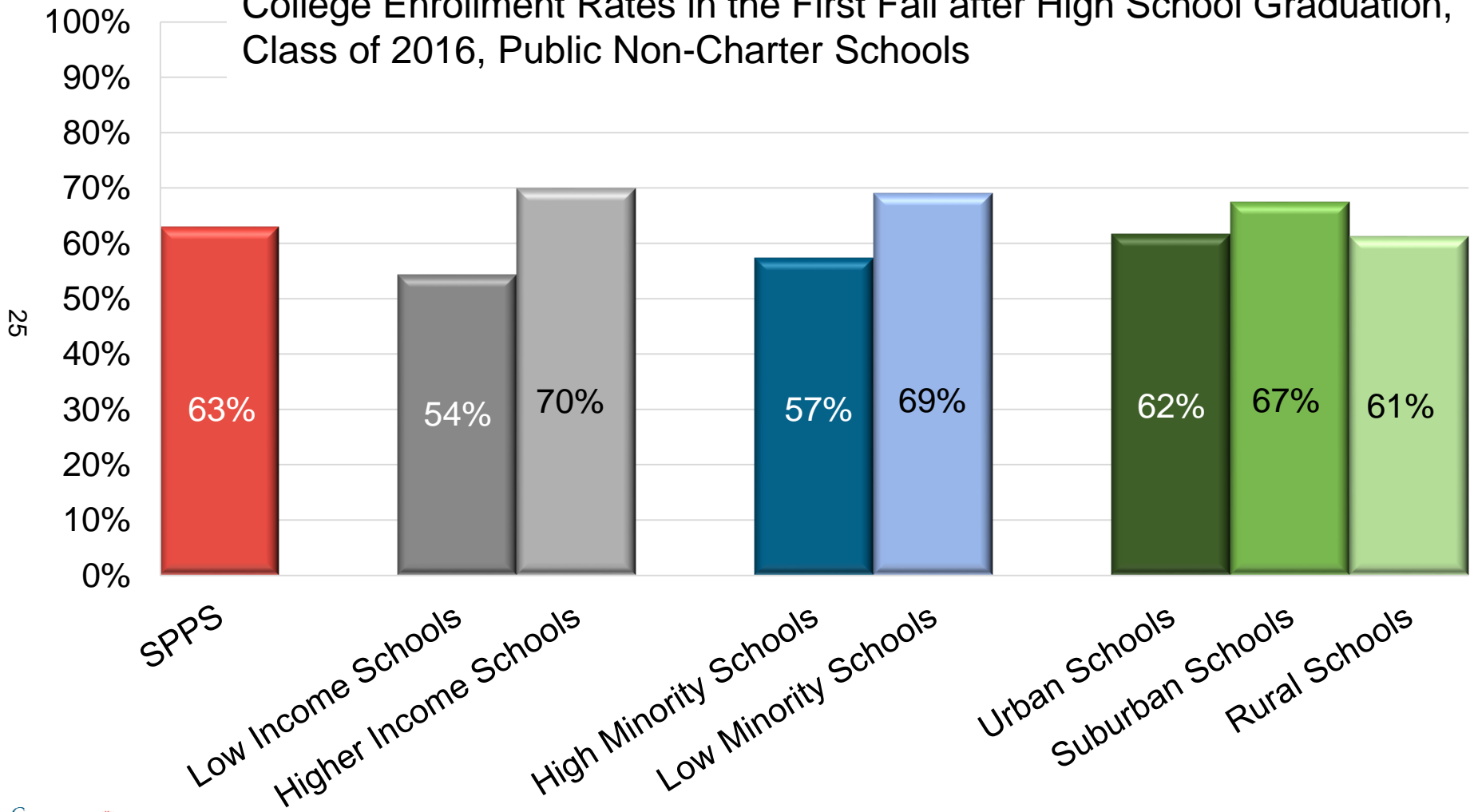
2016 ACT - Composite Score
21 or Greater



24

Seamless college enrollment among 2016 SPPS graduates was in line with national averages

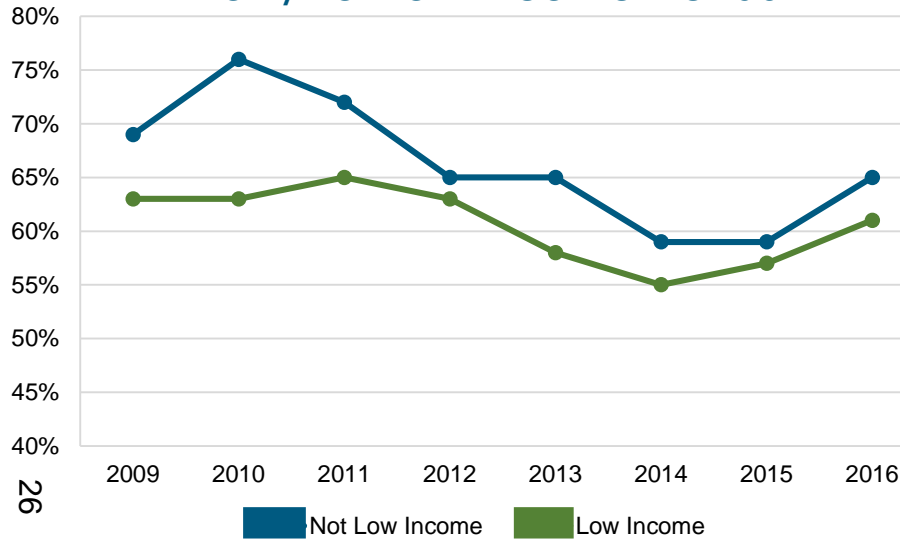
College Enrollment Rates in the First Fall after High School Graduation, Class of 2016, Public Non-Charter Schools



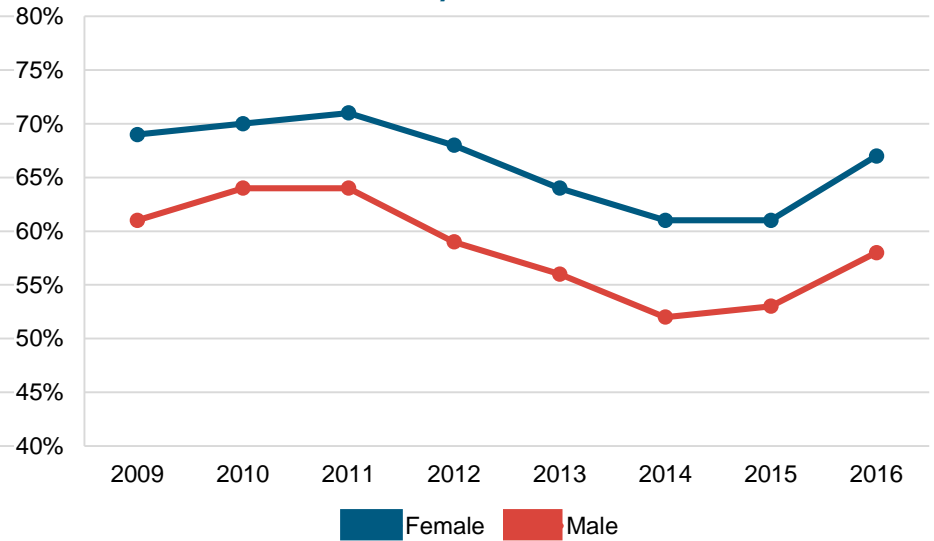
Source: National Student Clearinghouse, 2017

SPPS College enrollment has declined slightly overall, and among all student groups

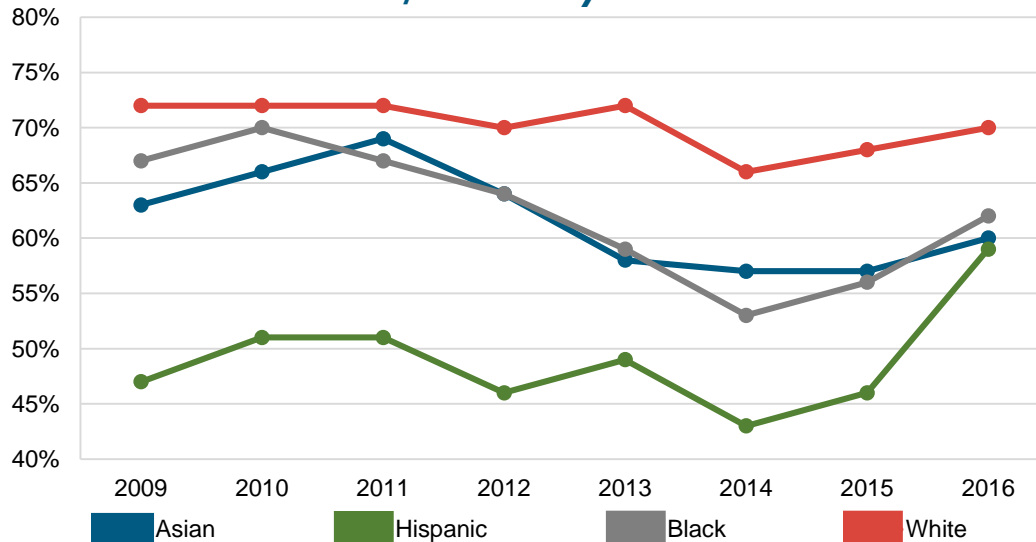
Low/Not Low Income Trends



Female / Male Trends

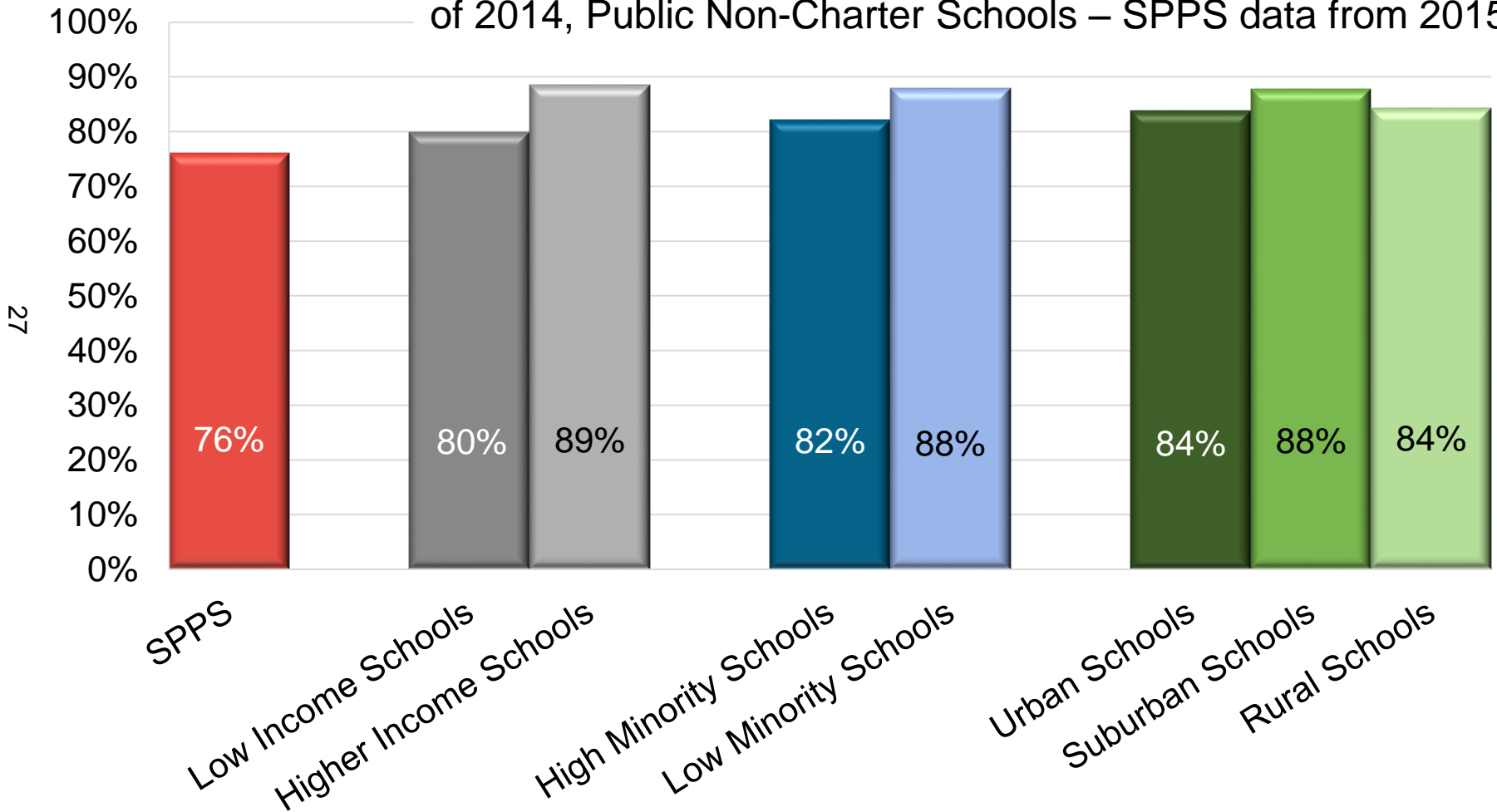


Race / Ethnicity Trends



However, persistence among SPPS graduates is slightly lower than national averages

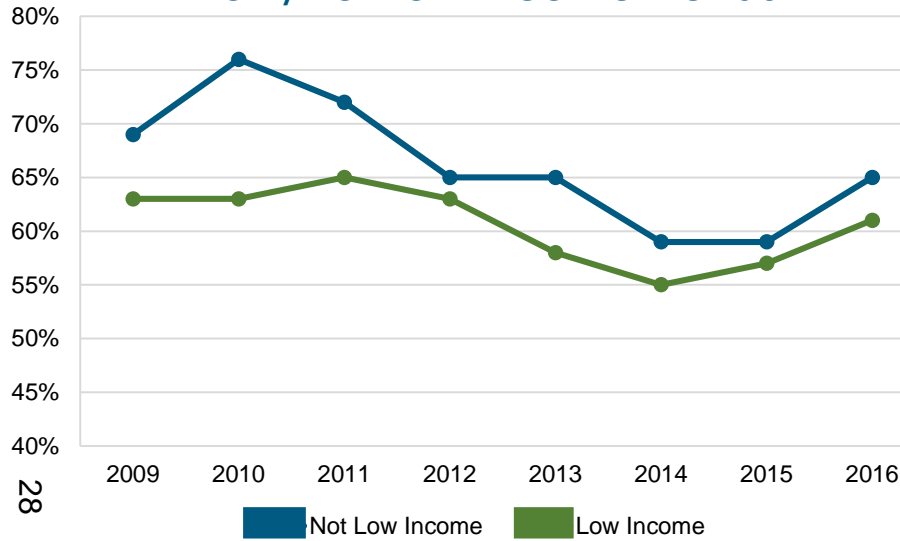
Persistence Rates from First to Second Year of College, Class of 2014, Public Non-Charter Schools – SPPS data from 2015



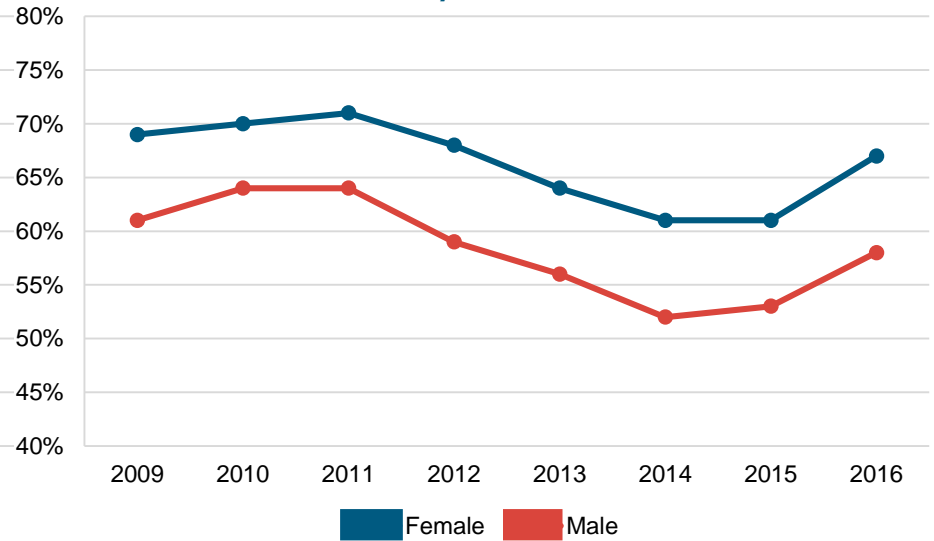
Source: National Student Clearinghouse, 2017

SPPS College enrollment has declined slightly overall, and among all student groups

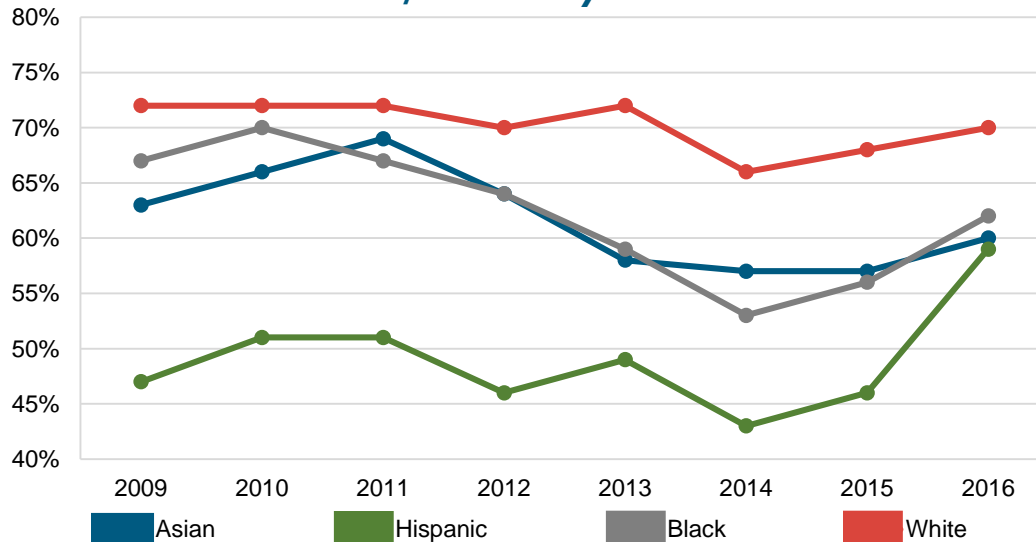
Low/Not Low Income Trends



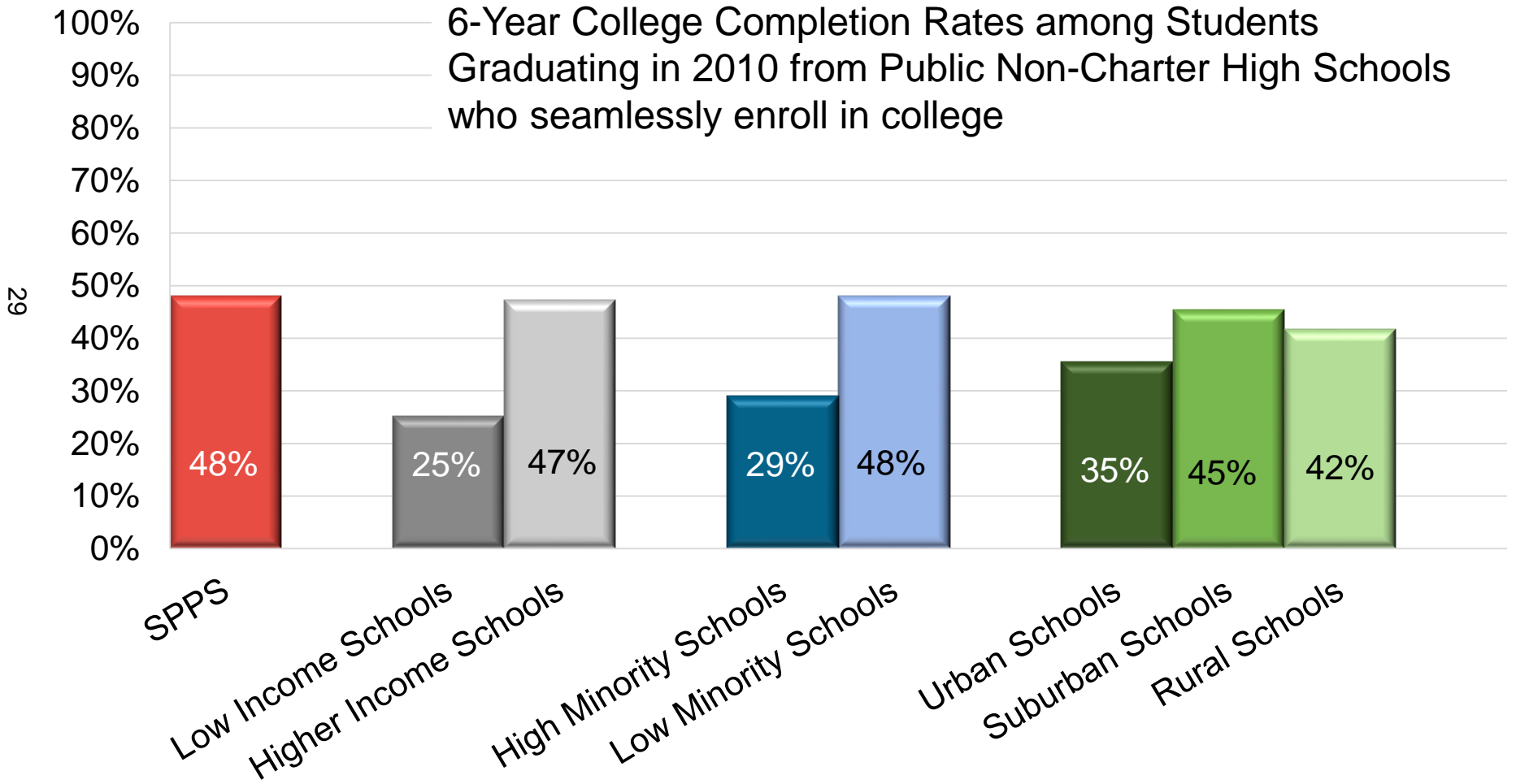
Female / Male Trends



Race / Ethnicity Trends

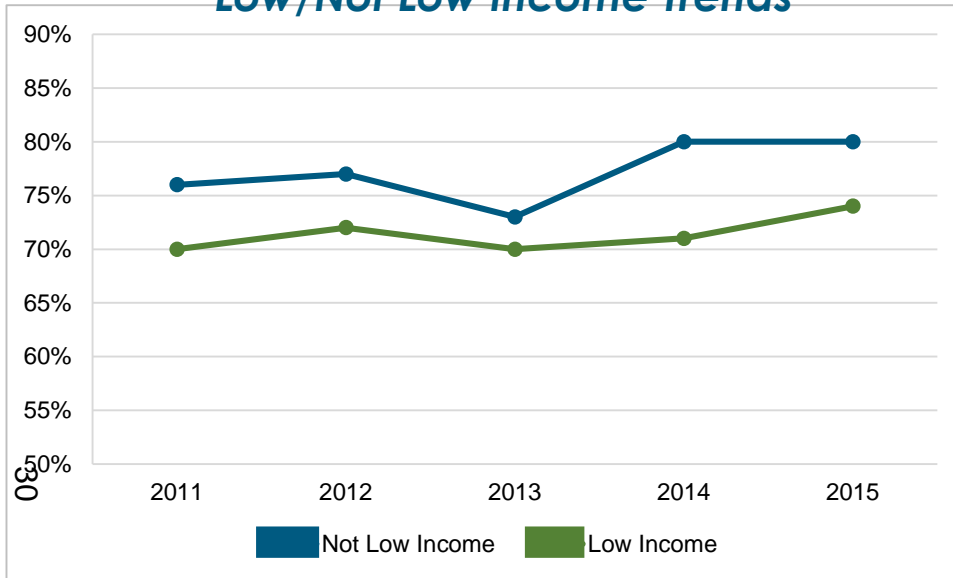


SPPS graduates who seamlessly enroll in college gain an Associates or Bachelors degree within 6 years at higher rates than students nationally

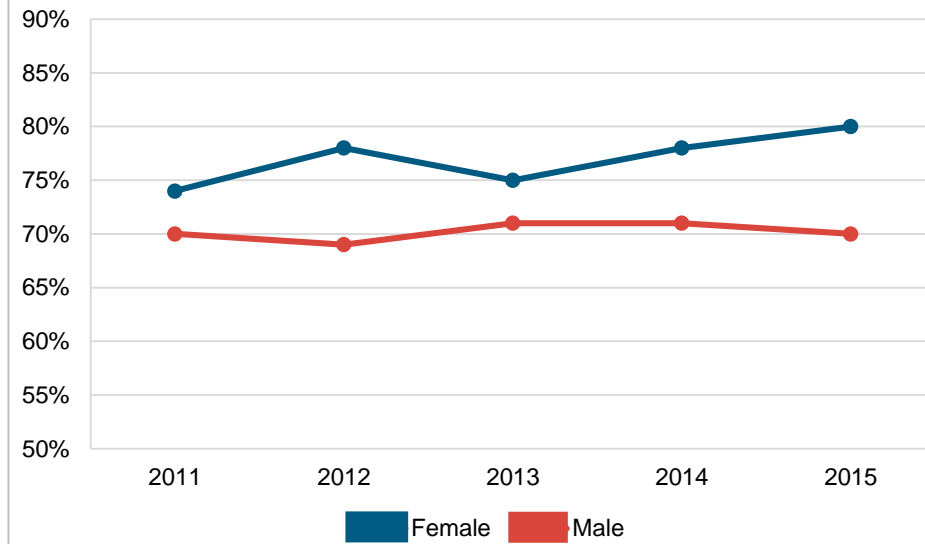


College persistence has increased slightly for most student groups

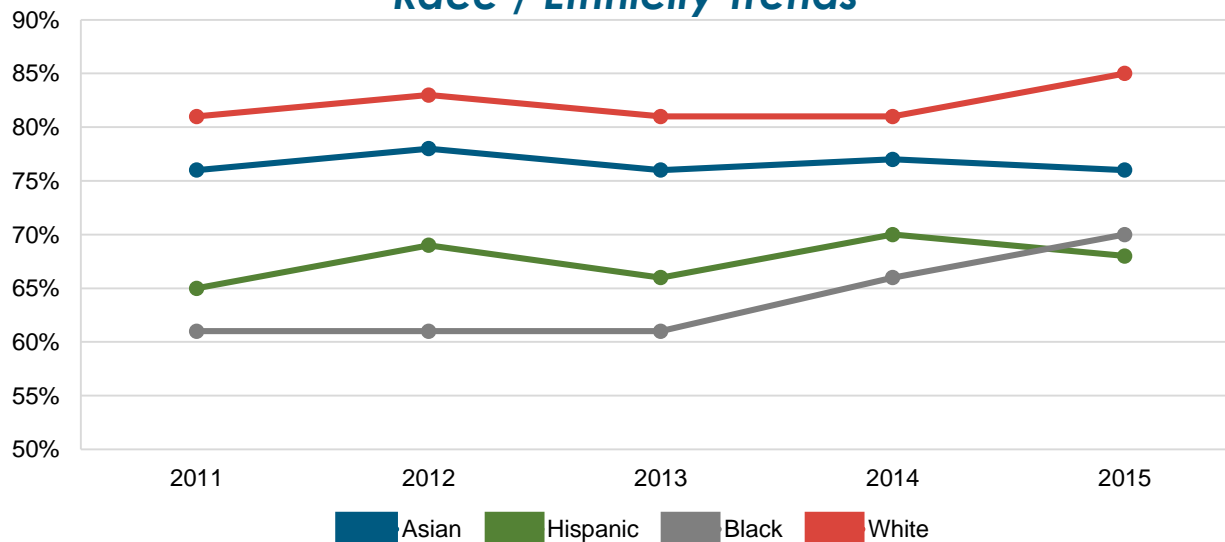
Low/Not Low Income Trends



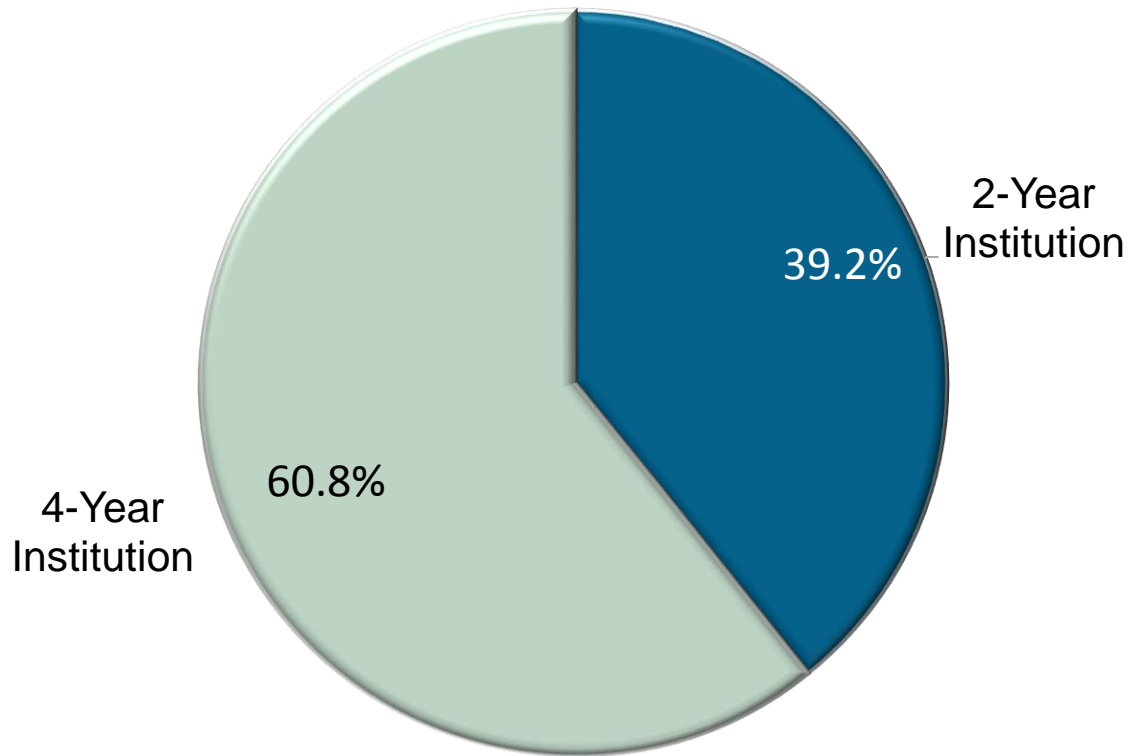
Female / Male Trends



Race / Ethnicity Trends



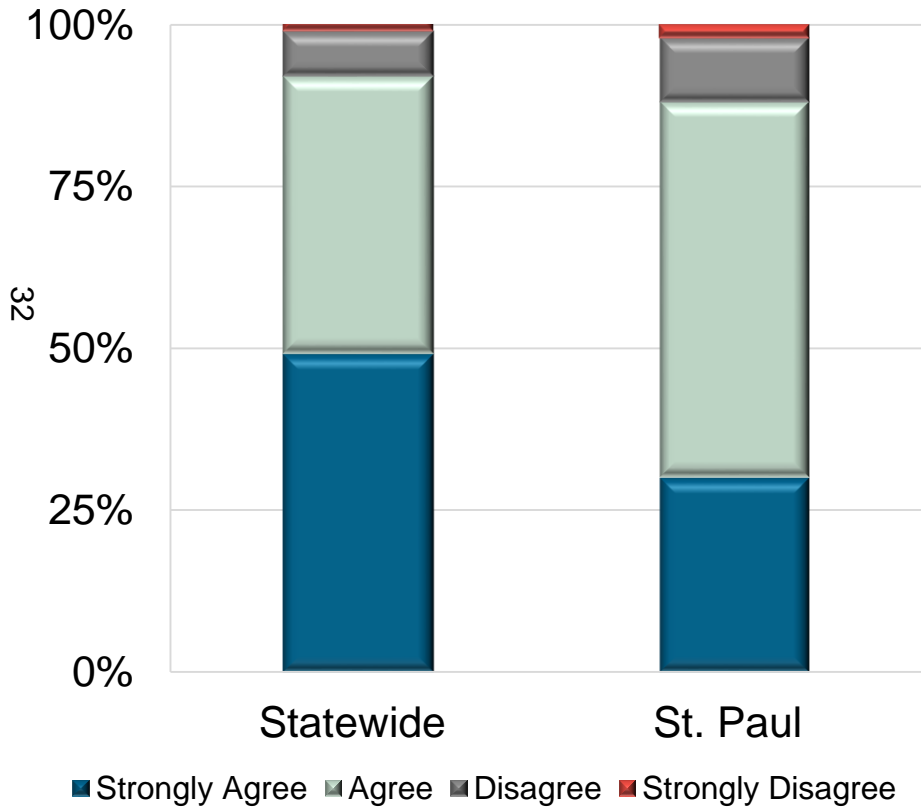
About 2/3s of SPPS students who seamlessly enroll in college attend a 4-year institution



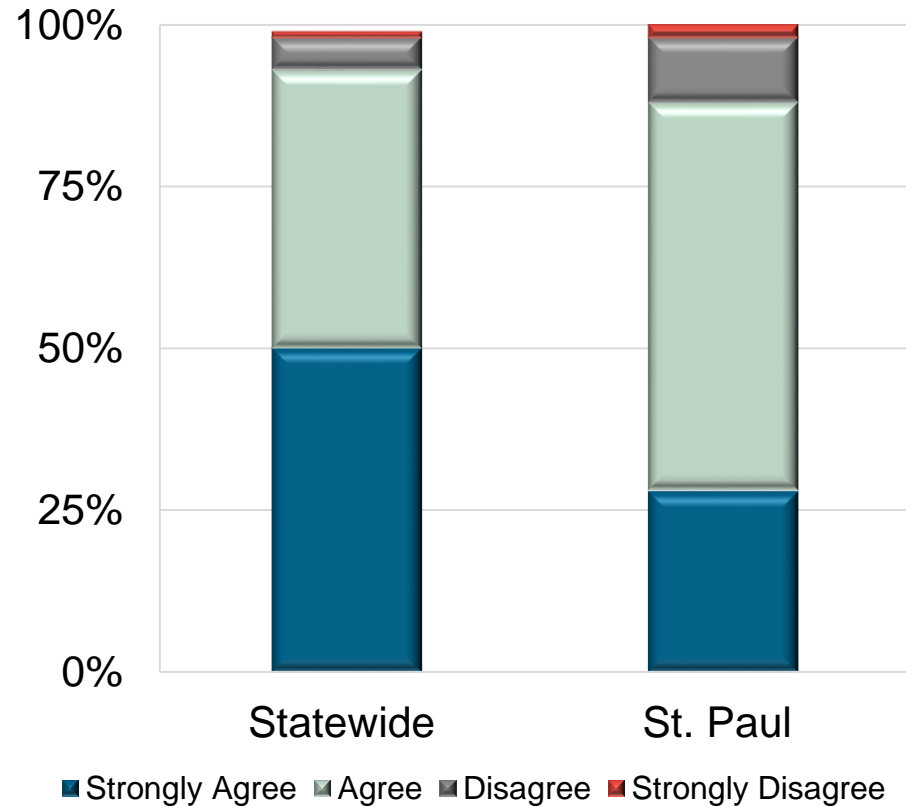
31

The vast majority of SPPS students report that they feel safe at school at grades 8 and 11

Grade 8: I feel safe at school



Grade 11: I feel safe at school



SPPS students' responses are similar to statewide averages across all grades on items related to connections at school

Questions Related to Connections at School:

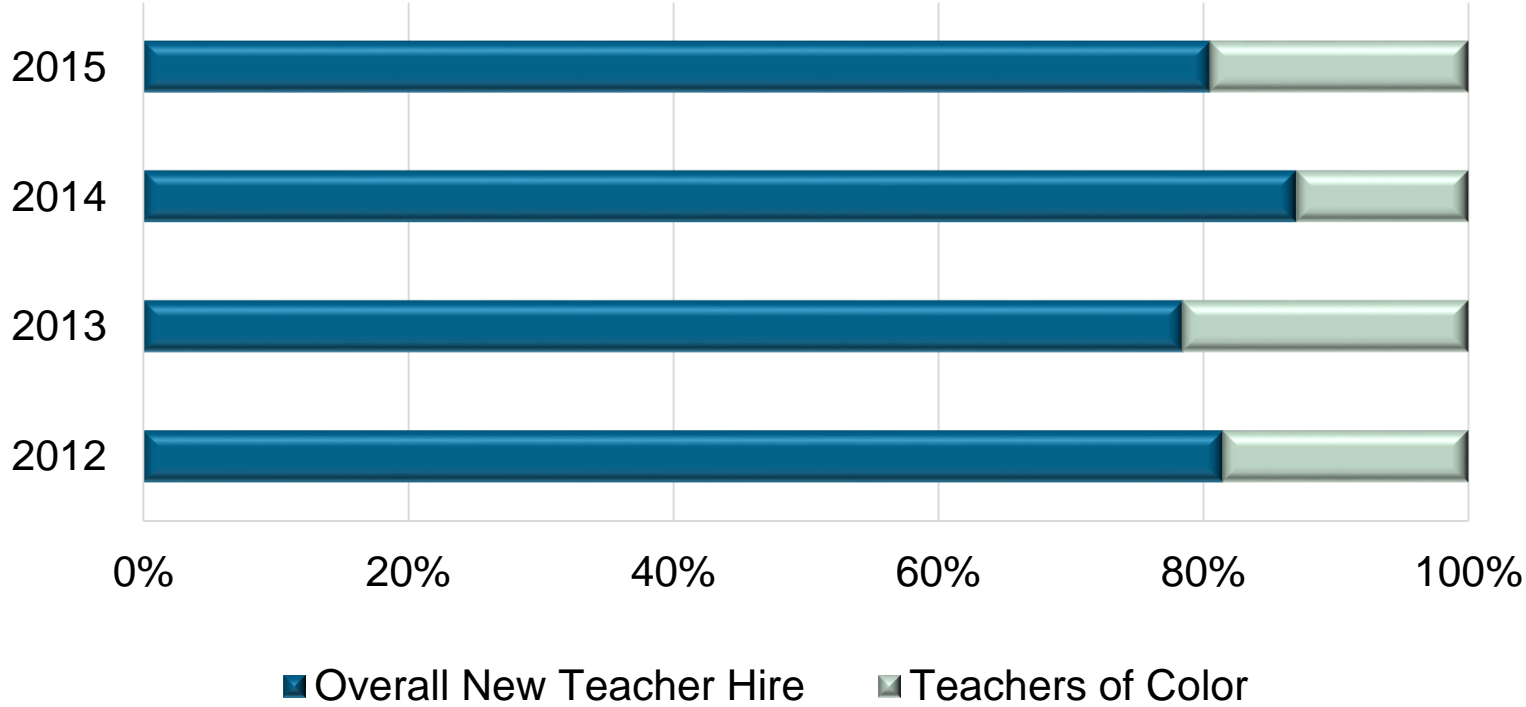
1. Overall adults at my school treat students fairly?
2. Adults at my school listen to the students?
3. The school rules are fair?
4. At my school, teachers care about students?
5. Most teachers at my school are interested in me as a person?

33

Over the last four years, SPPS has hired approximately 180 teachers each year - approximately 18% of were which people of color

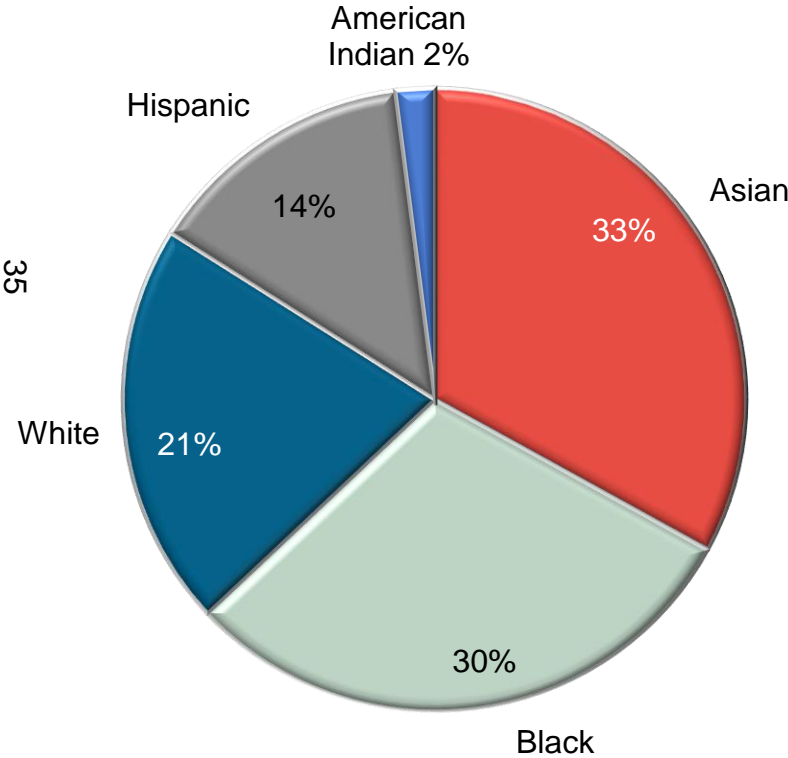
New Teacher Diversity

34



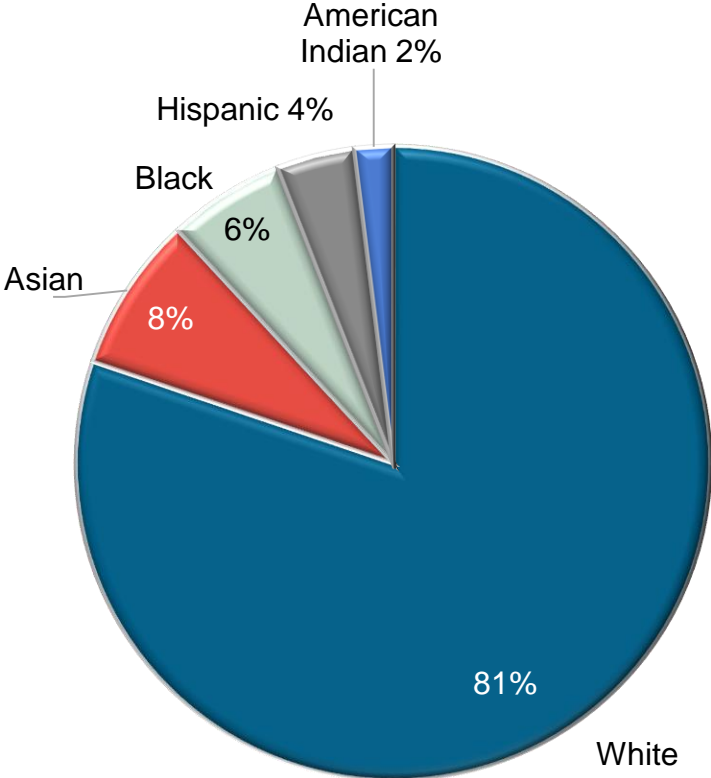
The SPPS teacher population does not reflect the diversity of the student population

SPPS Student Demographics



Source: SPPS Website

SPPS Teacher Demographics



Source: SPPS HR

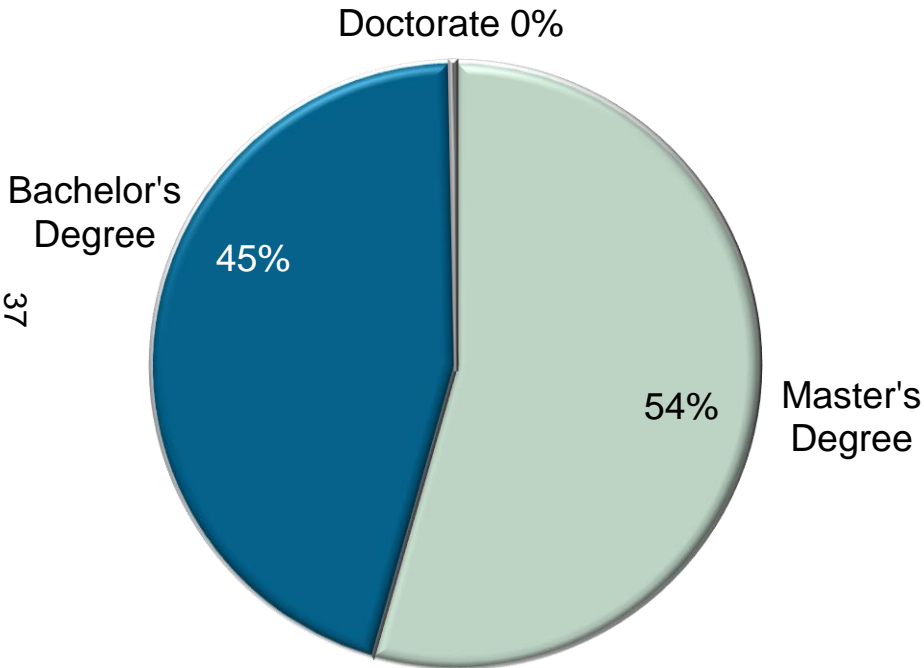
Stakeholder feedback confirms the need for greater diversity in the teaching staff

- ❑ Community input in the superintendent search process indicated concern about lack of diversity in the teaching staff
- ❑ Superintendent Listen and Learn Input with students also indicated a need for greater diversity
 - *“I would like to see more diversity in general. Very hard when you don’t get to see yourself.”- Student Quote*
 - *“Being a woman in the STEM community, lack of representation women of color in leadership roles, only leaders/teachers are white men. Hard to do what I want to do without being shut down. I wish there were more representation for me and people like me.” – Student Quote*
 - *“All my IB classes are mostly white. All my “international” teachers are all white.” – Student Quote*

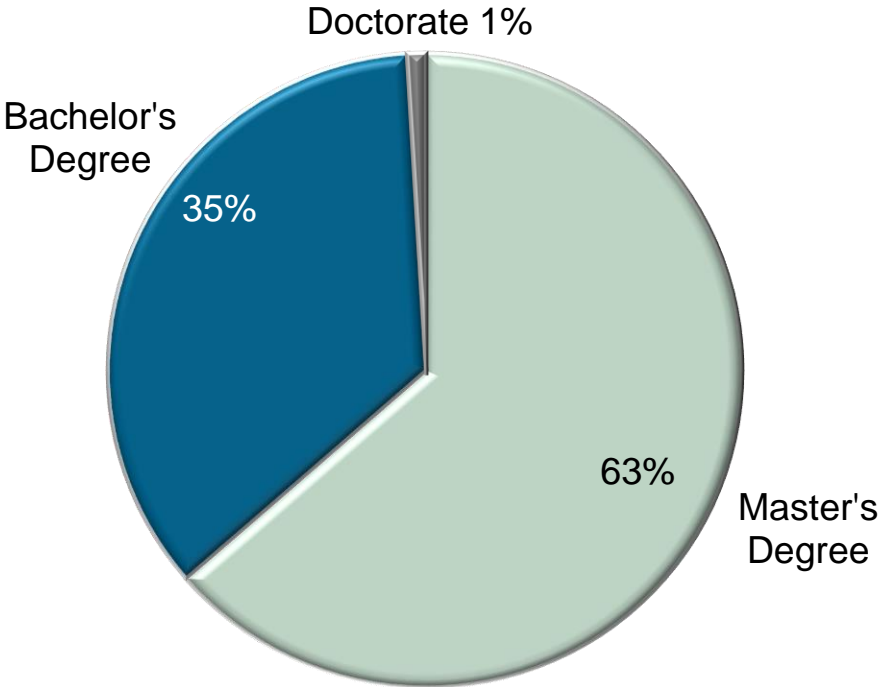
36

SPPS has more teachers with advanced degrees than the statewide average

Statewide

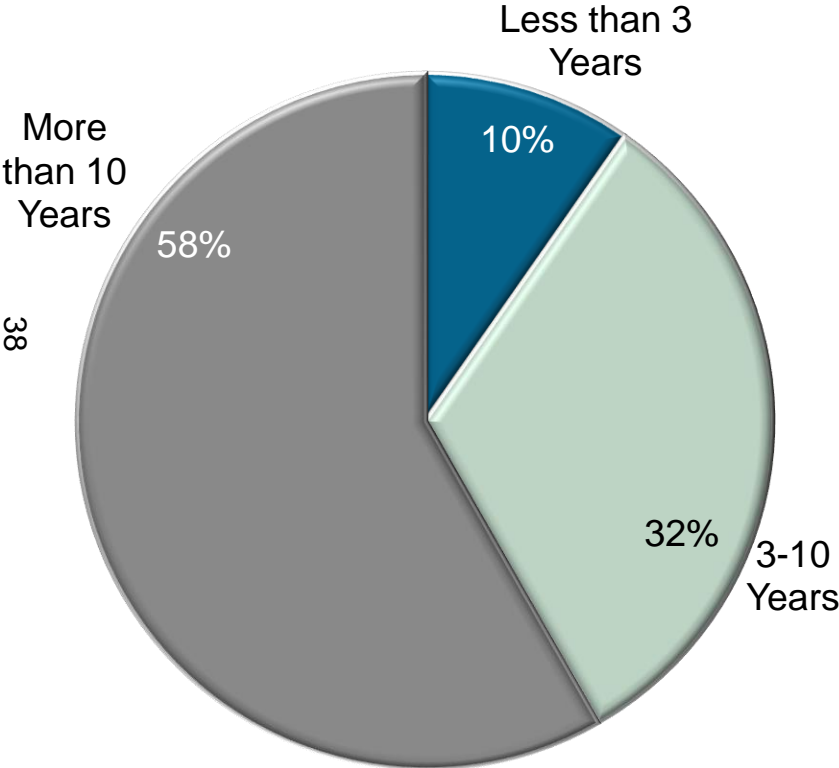


SPPS Teachers

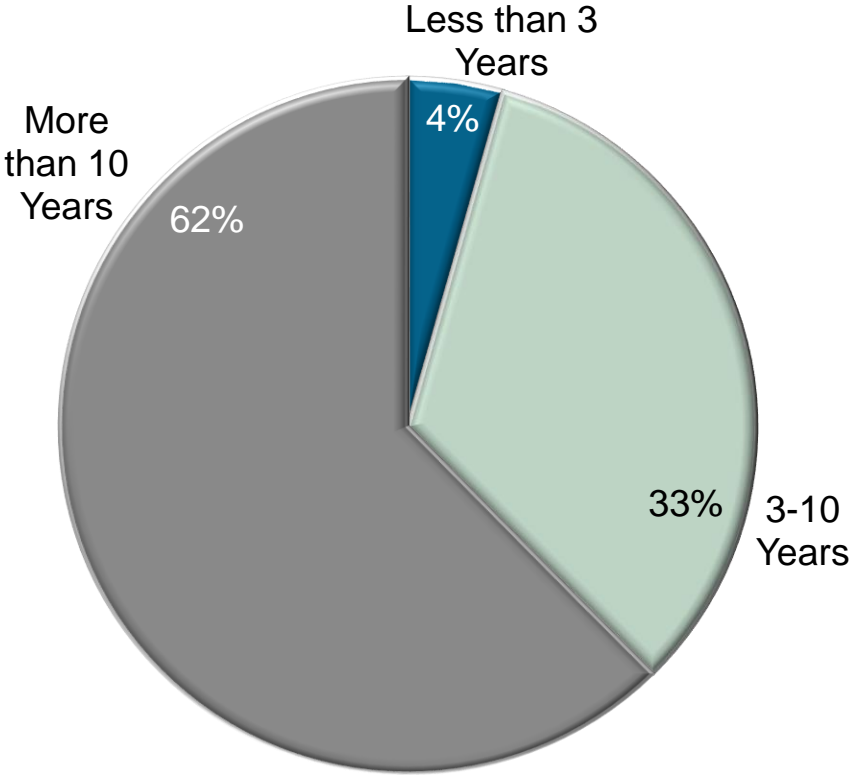


SPPS teachers have more years of experience than the statewide average

Statewide



SPPS Teachers



Stakeholder feedback supports continued focus on racial equity

❑ SPFT Goal 5: Advancing an Agenda of Racial Equity & Social Justice includes

- Expand restorative practices training in schools
- Educate the board and public on how to question and communicate about school issues through an equity lens
- Home visits through Teachers/ Academic Parent Teacher Teams (APTT) increase knowledge about racial differences.

39 ❑ Superintendent Listen and Learn input indicated restorative practices are working well

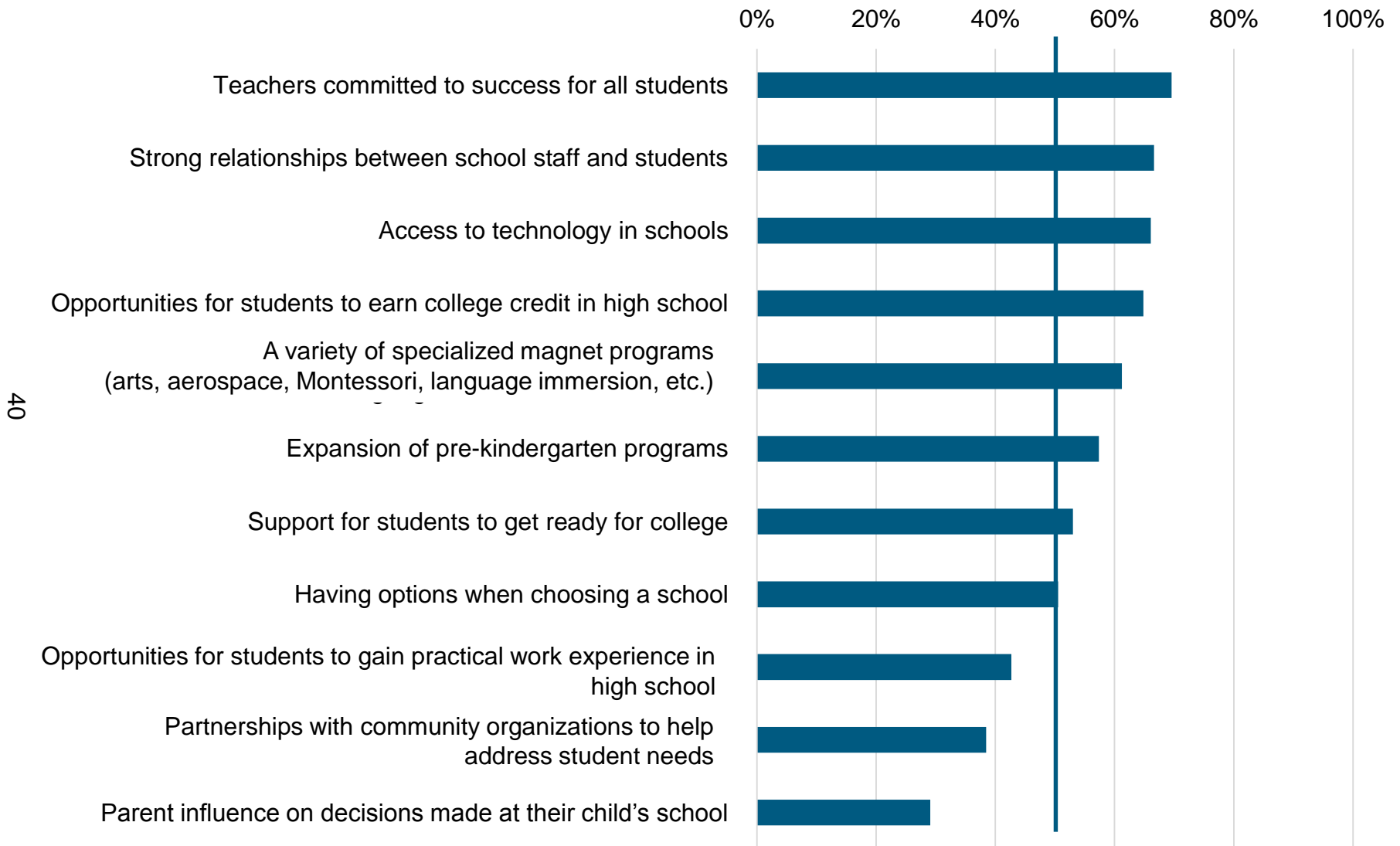
❑ Superintendent Search Areas of Concern included

- Inequities
- Lack of diverse staff (teachers don't look like students)
- District's commitment to racial equity is a Key Win.

❑ Superintendent Search Survey identified “*Demonstrates a deep understanding of racial equity and how it impacts teaching practices and student learning*” as a desired characteristic.

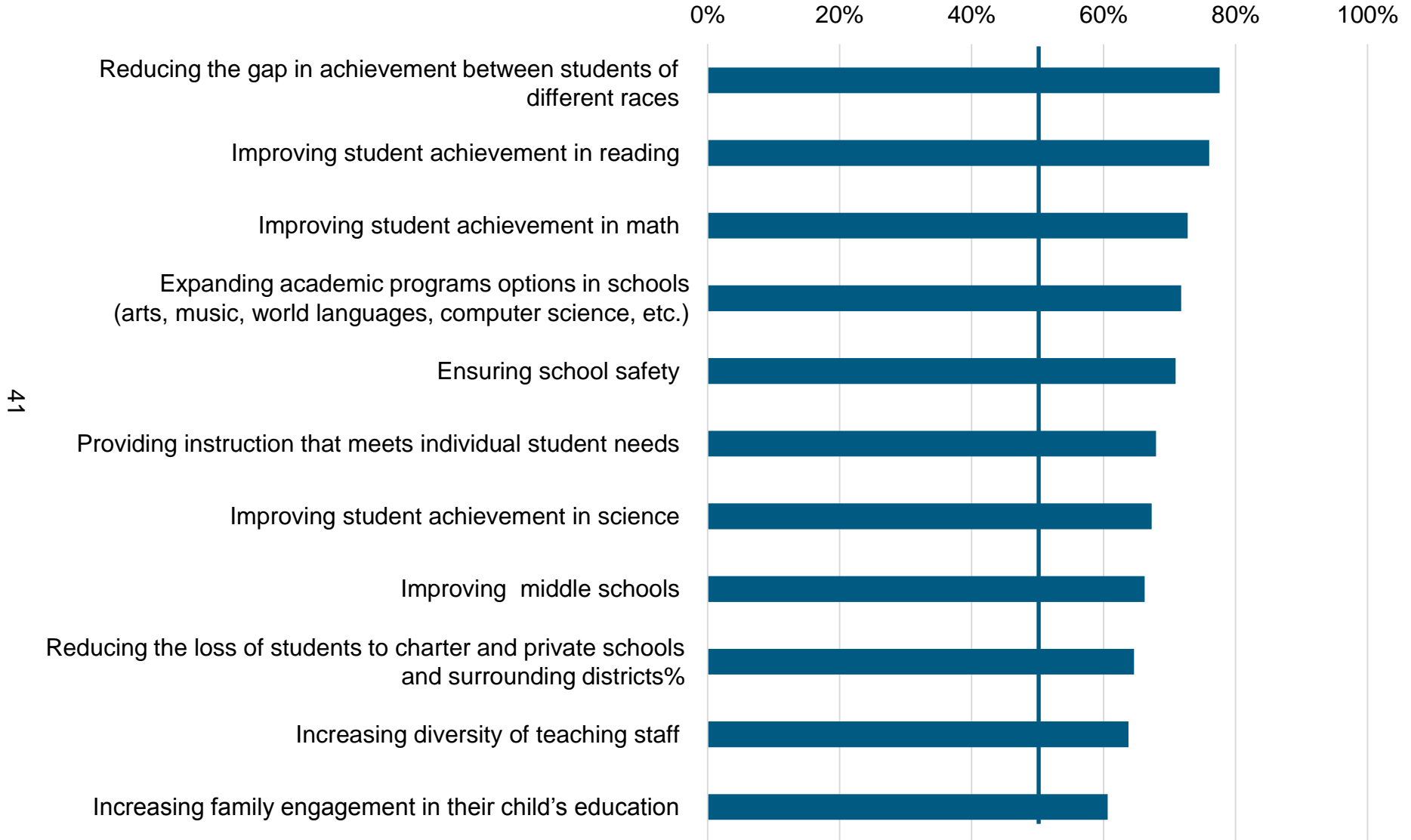
Stakeholders Ratings of District Strengths

% strongly agree



Stakeholder Ratings of Improvement Opportunities

% strongly agree



41

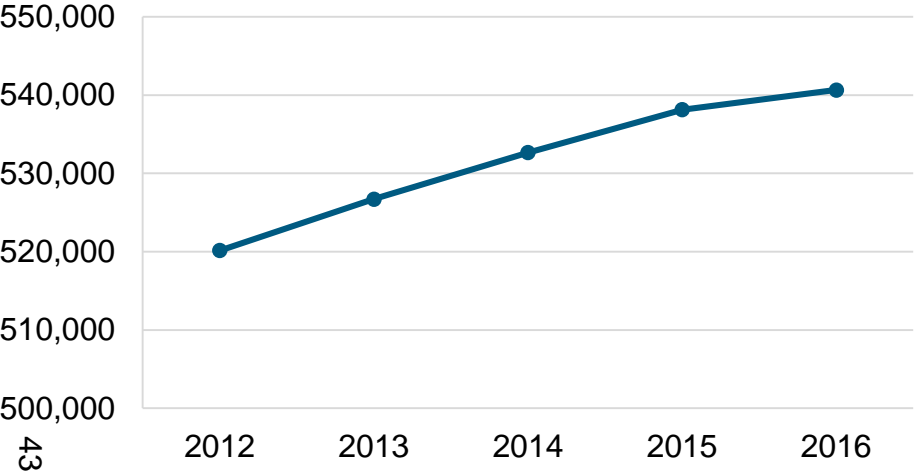
Occupations in Demand by Typical Required Education in the Twin Cities Metro Area, 2017 with (Median Hourly Wage)

High School or Equivalent	Voc. Award or Assoc. Degree	Bachelor's Degree	Graduate/Advanced Degree
Retail Salespersons (\$10.93)	Registered Nurses (\$39.30)	Software Developers, Applications (\$44.72)	Lawyers (\$59.41)
Personal Care Aides (\$11.70)	Hairdressers, Hairstylists, & Cosmetologists (\$11.97)	Accountants & Auditors (\$32.38)	Physician Assistants (\$49.69)
Combined Food Preparation & Serving Workers (\$9.91)	Nursing Assistants (\$16.35)	Computer Systems Analysts (\$44.72)	Nurse Practitioners (\$51.61)
First-Line Supervisors of Food Prep. & Serving Workers (\$16.41)	Licensed Practical & Licensed Vocational Nurses (\$22.33)	Industrial Engineers (\$43.66)	Mental Health & Substance Abuse Social Workers (\$22.58)
Cashiers (\$10.25)	Automotive Service Technicians & Mechanics (\$20.56)	Market Research Analysts & Marketing Specialists (\$32.40)	Physical Therapists (\$38.15)
Stock Clerks & Order Fillers (\$12.71)	Computer User Support Specialists (\$26.25)	Elementary School Teachers (\$66,378/yr)	Child, Family, & School Social Workers (\$27.10)
First-Line Supervisors of Retail Sales Workers (\$20.54)	Medical Records & Health Information Technicians (\$22.57)	Financial Managers (\$62.19)	Family & General Practitioners (\$89.94)
Laborers & Freight, Stock, & Material Movers, Hand (\$14.94)	Machinists (\$24.40)	Management Analysts (\$38.74)	Clinical, Counseling, & School Psychologists (\$39.34)
Landscaping & Groundskeeping Workers (\$16.07)	Industrial Engineering Technicians (\$26.29)	Human Resources Specialists (\$29.74)	Healthcare Social Workers (\$28.86)
Waiters & Waitresses (\$9.72)	Surgical Technologists (\$26.57)	Computer & Information Systems Managers (\$66.20)	Internists, General (>\$100.00)
Janitors & Cleaners (\$14.04)	Electricians (\$36.54)	Network & Computer Systems Administrators (\$42.38)	Medical Scientists, Except Epidemiologists (\$31.42)
Heavy & Tractor-Trailer Truck Drivers (\$22.84)	Dental Assistants (\$23.78)	Marketing Managers (\$63.24)	Pharmacists (\$62.65)
Cooks, Restaurant (\$13.27)	Emergency Medical Technicians & Paramedics (\$22.66)	Secondary & Middle School Teachers (\$68,032/yr)	Education Administrators, Elem. & Secondary (\$115,169/yr)
Sales Representatives, Wholesale & Manufacturing (\$31.75)	Industrial Machinery Mechanics (\$27.72)	Software Developers, Systems Software (\$53.31)	Nurse Anesthetists (\$83.61)
Customer Service Representatives (\$18.88)	Electrical & Electronics Engineering Technicians (\$30.27)	Sales Managers (\$60.20)	Education Administrators, Postsecondary (\$39.64)

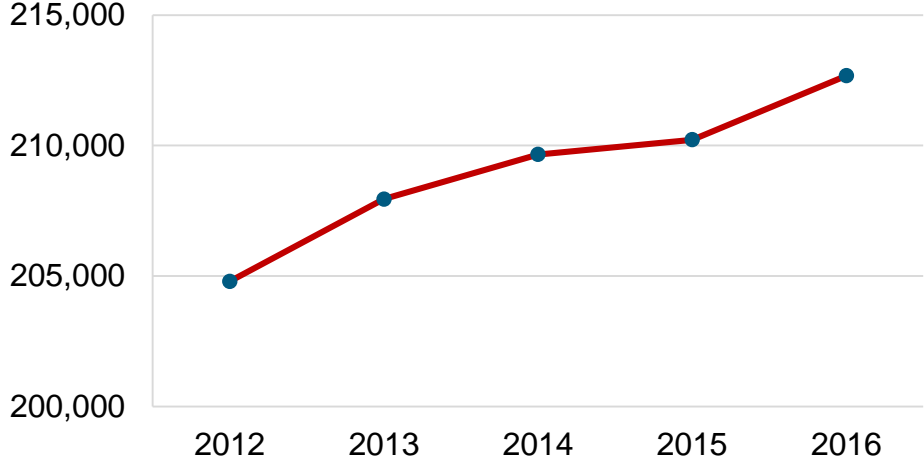
Source: DEED Occupations in Demand

Ramsey County population is increasing through additional households and births

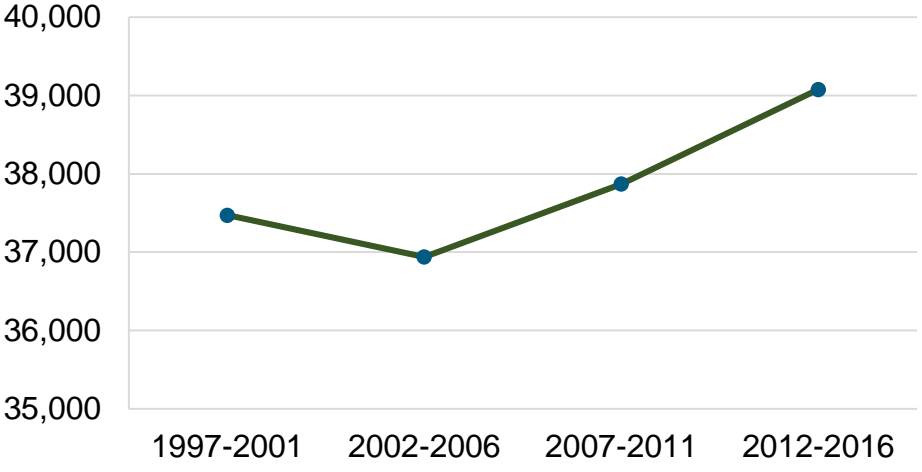
Total Population



Est. Number of Households



Number of Births



Source: 2017 Regional Profile: 7-County Twin Cities Metro Area Economic Development Region 11

Numerous community initiatives support academic achievement of SPPS students



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Workforce
Innovation Board
of Ramsey County



DRAFT
Strategic Plan Framework

Mission

To provide a premier education for all

Long Term Outcomes

- Eliminate disparities in achievement for racial groups and American Indian students
- Increase achievement of English Learners
- Increase kindergarten readiness
- Improve achievement in 3rd grade reading
- Improve achievement in 8th grade math
- Ensure all graduates are college and career ready

45

Strategic Focus #1

Positive School and District Culture

Strategic Focus #2

Effective and Culturally Relevant Instruction

Strategic Focus #3

Program Evaluation and Resource Allocation

Strategic Focus #4

College and Career Paths

Strategic Focus #5

Family and Community Partner Advocates

Mission
To provide a premier education for all

Long Term Outcomes

- Eliminate disparities in achievement for racial groups and American Indian students
- Increase achievement of English Learners
- Increase kindergarten readiness
- Improve achievement in 3rd grade reading
- Improve achievement in 8th grade math
- Ensure all graduates are ready for career or college

Strategic Focus #1
Positive School and District Culture

Strategic Initiatives

Strategic Focus #2
Effective and Culturally Relevant Instruction

Strategic Initiatives

Strategic Focus #3
Program Evaluation and Resource Allocation

Strategic Initiatives

Strategic Focus #4
College and Career Paths

Strategic Initiatives

Strategic Focus #5
Family and Partner Community Advocates

Strategic Initiatives

St. Paul Public Schools Strategic Planning Process

