



Saint Paul Public Schools

COB Meeting

Tuesday, April 10, 2018 4:30 PM

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

BOARD OF EDUCATION



Zuki Ellis
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Vice Chair



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Marny Xiong
Director



ADMINISTRATION
Dr. Joe Gothard
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
COMMITTEE OF THE BOARD MEETING
Administration Building
360 Colborne Street

April 10, 2018
4:30 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. Superintendent's Announcements

B. Standing Item: SEAB Report

C. Mathematics Overview

1. Introduction

2. Presentation

4

3. Discussion

4. Action (None)

D. Integration Task Force Report - Discussion

1. Introduction

2. Presentation

3. Discussion

4. Action (None)

E. FY 19 Budget Update

1. Introduction

2. Presentation

41

3. Discussion

4. Action (None)

III. ADJOURNMENT

IV. Work Session



Mathematics Overview

Ishmael Robinson, PreK-12 Mathematics Supervisor

Paul Holm, Assistant Director

Hans Ott, Assistant Superintendent

Mathematics Across SPPS

5

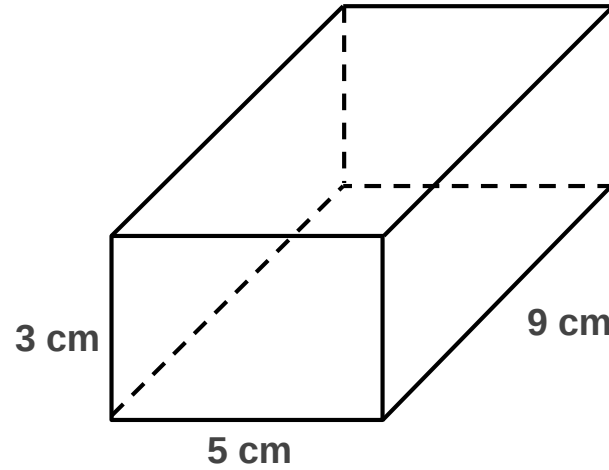


Conceptual Understanding Leads to procedural fluency

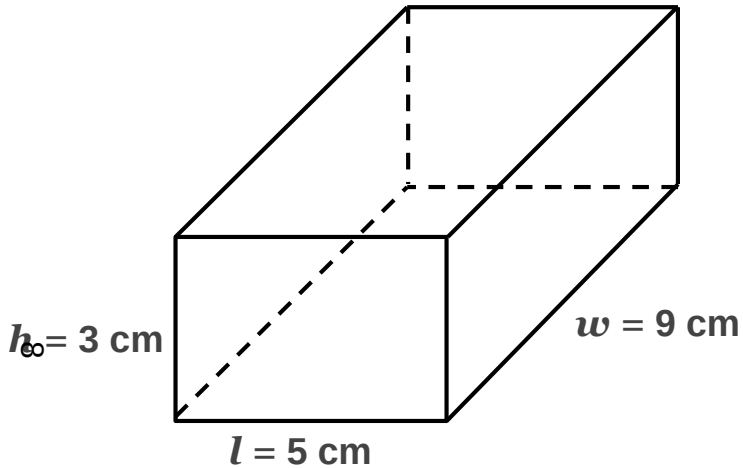
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Surface Area



Surface Area: Rectangular Prism



Formulas:

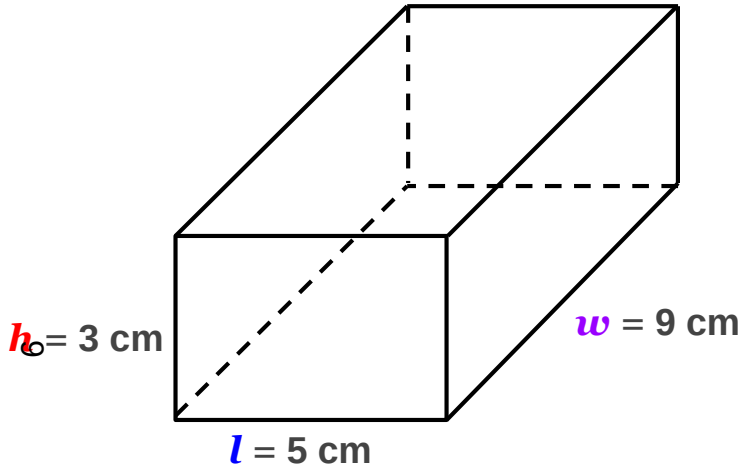
$$SA = 2(l \times w) + 2(l \times h) + 2(w \times h)$$

or

$$SA = (l \times w + l \times h + w \times h) 2$$



Surface Area: Rectangular Prism



$$SA = (l \times w + l \times h + w \times h) \times 2$$

$$SA = (l \times w + l \times h + w \times h) \times 2$$

$$SA = (5 \times 9 + 5 \times 3 + 9 \times 3) \times 2$$

$$SA = (45 + 15 + 27) \times 2$$

$$SA = (60 + 27) \times 2$$

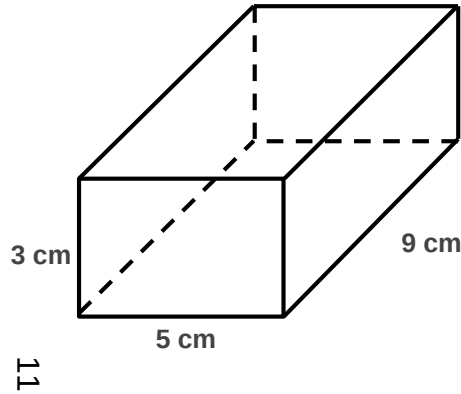
$$SA = (87) \times 2$$

$$SA = 174 \text{ cm}^2$$

Using Task, Question and Evidence (TQE): Rich Mathematical Task

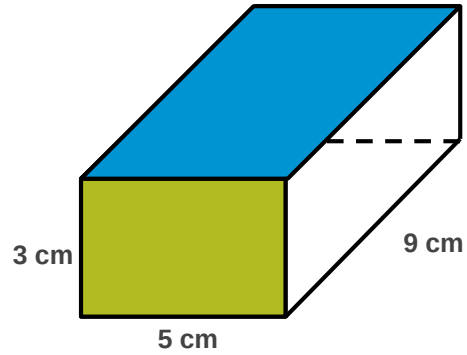


Surface Area: Rectangular Prism



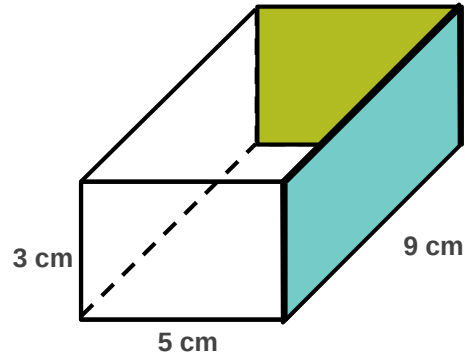
Using another method to find the area of the rectangular prism.





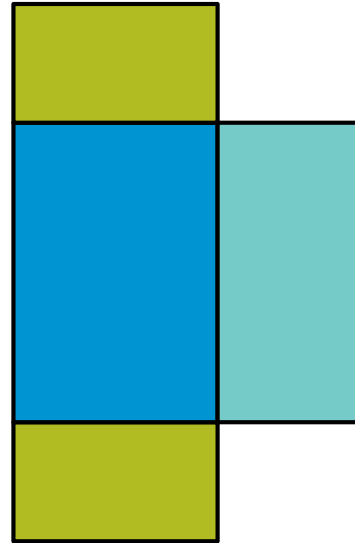
Surface Area: Rectangular Prism

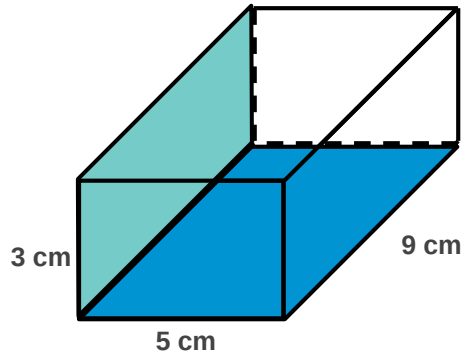




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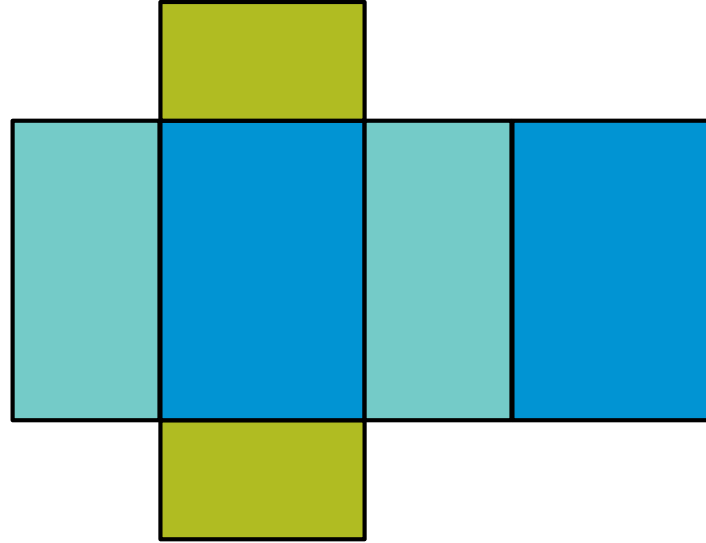
Surface Area: Rectangular Prism

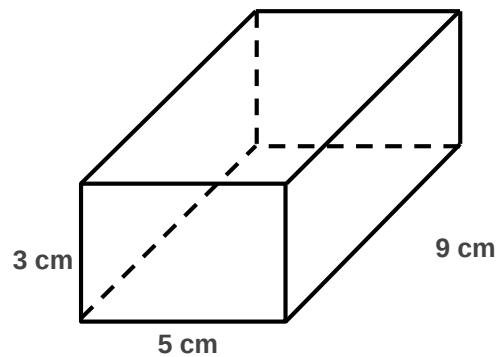




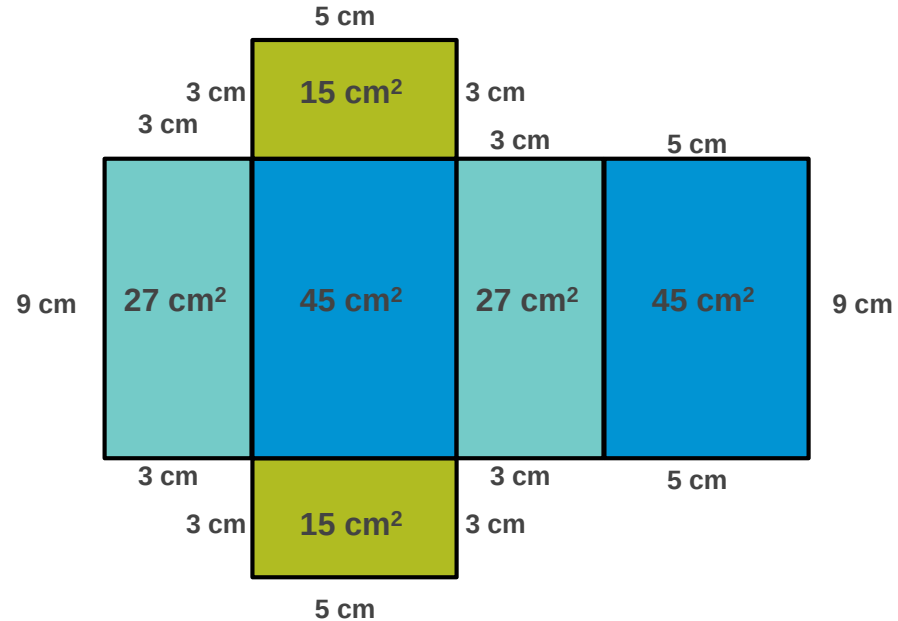
14

Surface Area: Rectangular Prism





Surface Area: Rectangular Prism



$$45 + 45 + 27 + 27 + 15 + 15 = 174 \text{ cm}^2$$

- 15
- Grade K: Recognizing rectangle/square
 - Grade 1: Recognizing rectangular prism
 - Grade 2: Properties of rectangular prism.
 - Grade 4: Area of rectangle
 - Grade 5: Surface Area/Net



Mathematics in SPPS

Curriculum

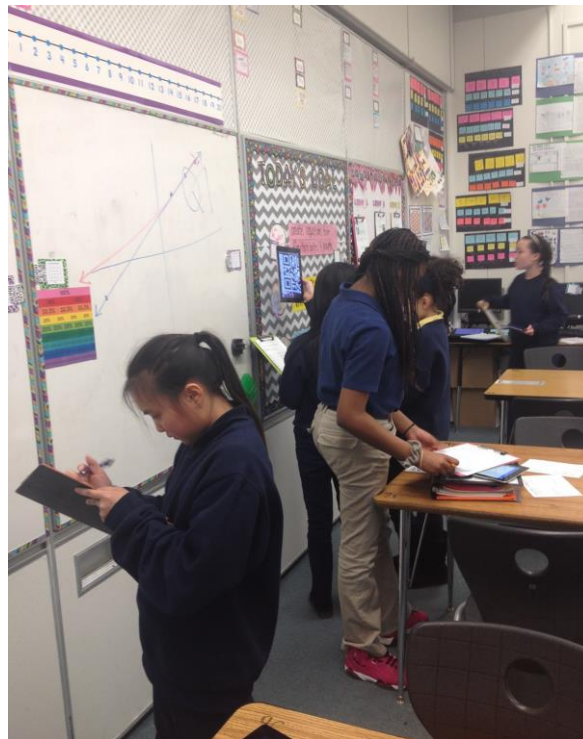
- SPPS K-12 mathematics curriculum

Instructional Model

- SPPS Math Review
- Math Workshop Model
- Number Talks/Strings
- Making Sense of Mathematics through Task, Question & Evidence

Materials

- SPPS Math Review
- Everyday Mathematics & Holt



6th graders at Battle Creek Middle using iPads to explore multiple representations of functions.



Mathematics Team



Ishmael
Robinson



Thanh Tran



Christina
Babadjanian



Patti Busta

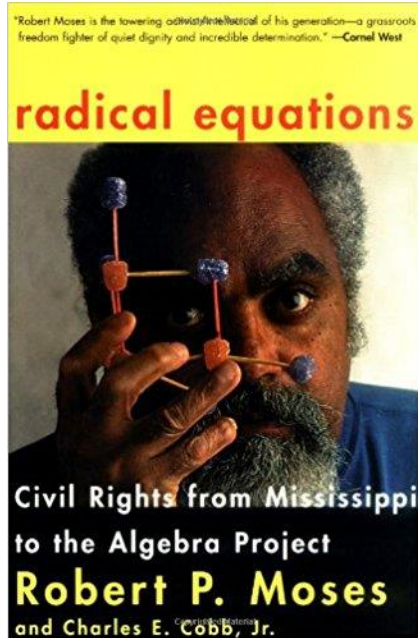


Collin Malaney



8th Grade Math

- Improve achievement in 8th grade math



“Organizing around algebra has the potential to open a doorway that’s been locked.”

~ Robert P. Moses

ESSA

Every Student Succeeds Act

**Achievement, Academic Progress, ELL Progress,
Graduation, and Attendance**

Accountability Measures Overview

- **Academic Achievement** – Separate achievement rate for each of math and reading.
- **Progress Toward English Language Proficiency** – Path to proficiency index showing how close English Learners got to their individual growth target.
- **Academic Progress** – Transition matrix.
- **Graduation Rates** – Four-year and seven-year.
- **Consistent Attendance** – Students who are not chronically absent.

MCA III: Grade 8 Math Proficiency

Black

Hispanic

Asian

Native Hawaiian or Other Pacific Islander

American Indian/Alaska Native

White

Two or More Races

ELL

SPED

Free and Reduced

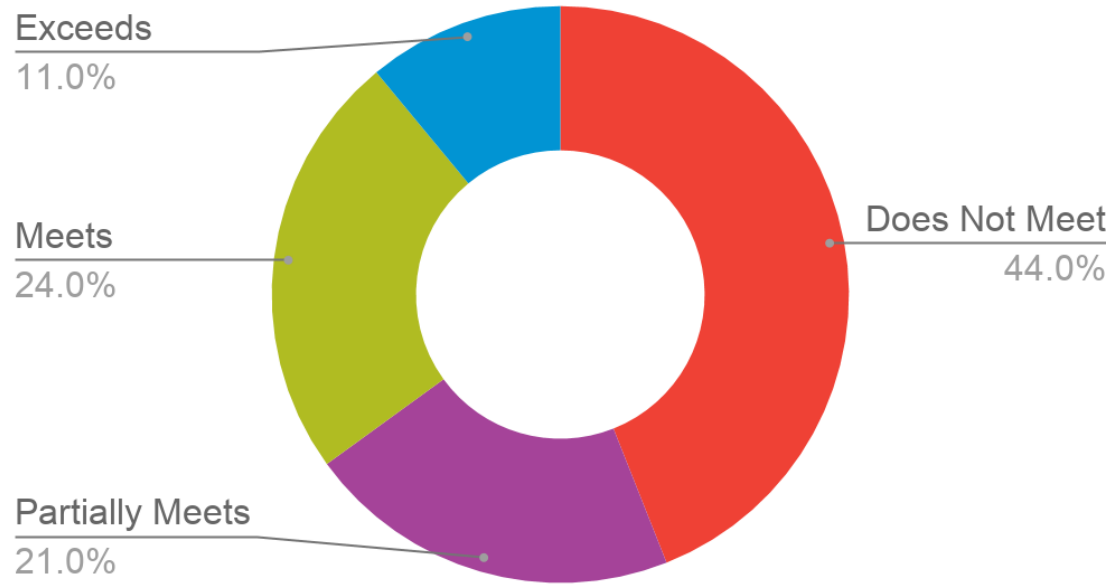


MCA Achievement



MCA III:

Grade 8 Math Achievement 2017



MCA III: Grade 8 Math Proficiency

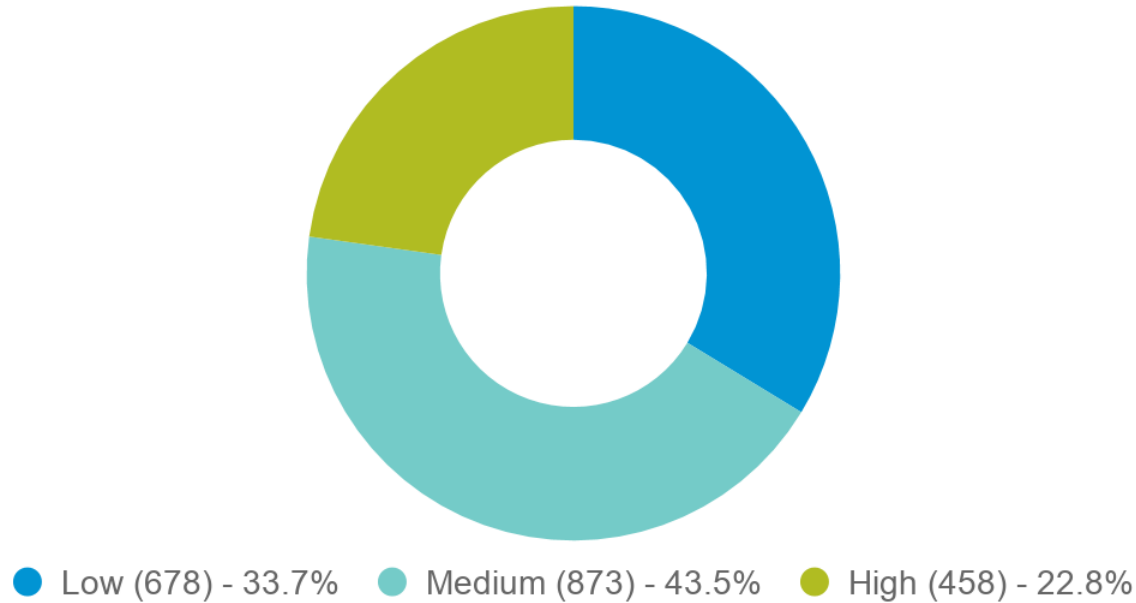
	SPPS	State
All Students	34.30%	58.00%
Black	15.20%	27.10%
Hispanic	23.20%	35.00%
Asian	38.20%	61.90%
American Indian/Alaska Native	6.50%	25.40%
White	61.50%	66.10%
Two or More Races	21.70%	47.00%
ELL	15.70%	14.20%
SPED	7.50%	18.20%
Free and Reduced	23.70%	35.90%



Minnesota Comprehensive Assessments (MCA) Academic Progress

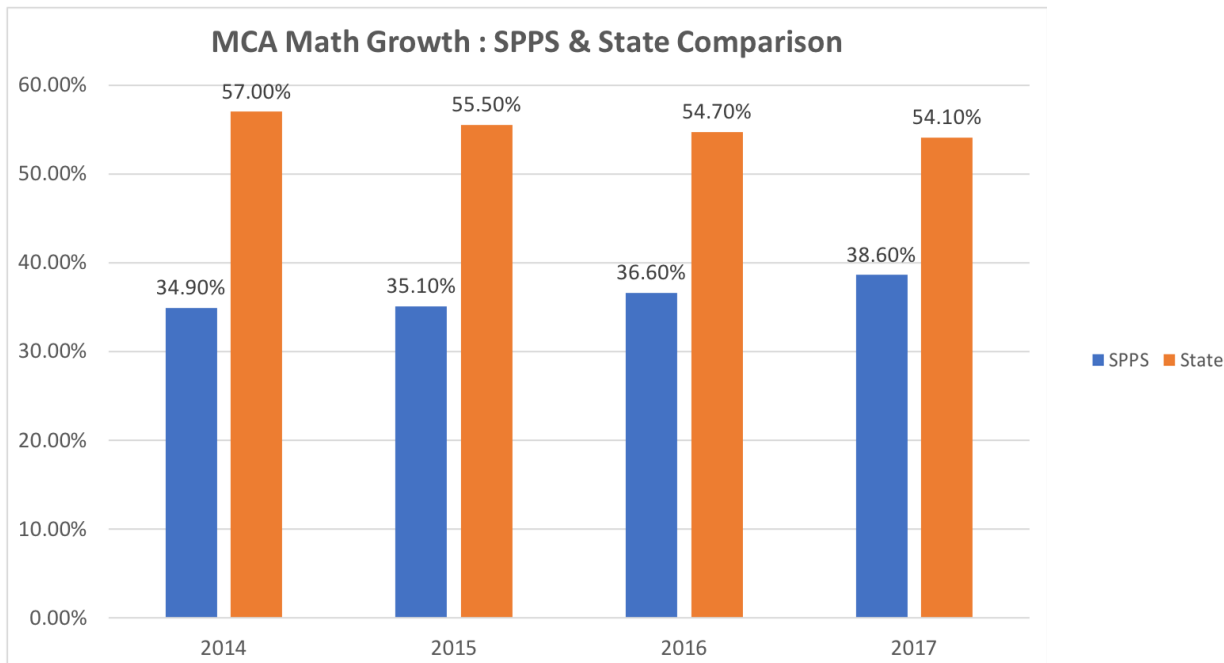


MCA III:Grade 8 Math Academic Progress



MCA III: 8th Grade Math Growth

SPPS has seen 3 consecutive years of accelerated growth.



MCA III: Math Growth - 8th Grade

2017

	SPPS			State		
	Low	Medium	High	Low	Medium	High
All Students	33.7	43.5	22.8	27.4	43.7	28.8
FRP	36.5	40.0	23.6	32.9	42.6	24.5
ELL	31.7	42.3	25.9	31.5	41.7	26.8
SPED	49.4	35.2	15.3	38.1	41.4	20.6



MCA III: Math Growth - 8th Grade

2017

	SPPS			State		
	Low	Medium	High	Low	Medium	High
All Students	33.7	43.5	22.8	27.4	43.7	28.8
American Indian/Alaskan Native	37.9	34.5	27.6	36.8	41.7	21.5
Asian/Pacific Islander	25.7	43.1	31.2	21.1	41.4	37.6
Black, not of Hispanic origin	41.7	41.7	16.6	35	42.5	22.5
Hispanic	40.4	40.1	19.5	31.3	42.4	26.3
White, not of Hispanic origin	32.8	48.5	18.6	26.2	44.4	29.4



SCIP Alignment



Strategic Professional Development

every
3
years

Comprehensive Needs Assessment

Leadership and Governance

Structural Reform Strategies

Standards-Based Curriculum

Standards-Based Instruction

Standards-Based Assessment

Data-Based Accountability and Evaluation

Professional Development

Culture and Climate / PBIS 

Family and Community Engagement

External Support and Resources

Extended Learning Activities



Improvement Planning

Reading

Math

Culture and Climate / PBIS

Allocations

Signatures



Review

Monitor

Evaluate

Professional Development



Scope and Expectations

Foundational Professional Development

- Articulates SPPS strategic plan core beliefs and practices
- Establishes common district wide understandings and language
- Some work fulfills state mandates and relicensure requirements.

Strategic Professional Development

- Aligned to the district strategic plan through comprehensive needs assessment of student and school data
- Coordinated through multi-year planning to support teachers and administrators meeting identified strategic outcomes.

Focused Professional Development

- Addresses needs of school sites, school pathways, and individual teachers
- Supports specific programs throughout the district and individual strengths, interests and goals

Strategic Professional Development



Make Sense of Mathematics using Task, Questions and Evidence

1. Culturally Responsive Instruction
2. Implement tasks that promote reasoning and problem solving.
3. Use and connect mathematical representations.
4. Facilitate meaningful mathematical discourse.
5. Pose purposeful questions.
6. Build procedural fluency from conceptual understanding.
7. Support productive struggle in learning mathematics.
8. Elicit and use evidence of student learning.



Professional Development Feedback

You all did well in planning the PD.

34

I would enjoy going to another TQE session! I'm learning a lot!

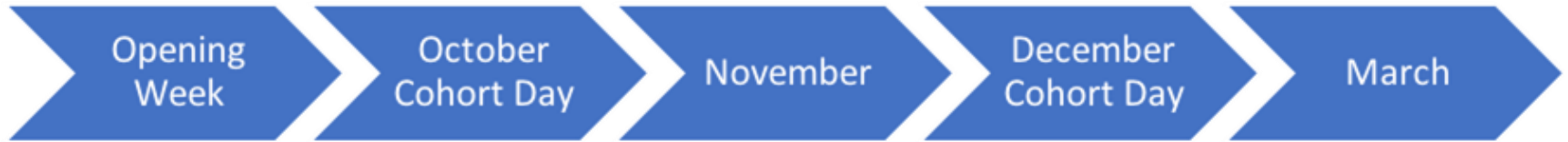
I loved having time to plan, and also to have a discussion about what conceptual understanding and lessons mean and what background students need to implement them successfully!

Amazing presenter! So many great strategies for both content instruction and classroom management

I appreciate PD time that is specific to the classes I teach.

Focused Professional Development for Pilot Sites

35



Focused Professional Development for Pilot Sites

Unpacking a course in SPPS

25 hours per year for every grade level

2017-2018:

14 Sites, 89 classrooms across grades 3-9

Year 1

- Revist Scope and Sequence
- Develop Quarterly Interim Assessments

Year 2

- Data Driven Instruction
- SPPS Math Review
- Number Talks/Number Strings

Year 3

- Adapting Instruction based on students needs
- Reflecting on Instruction

Building on Our Success: Pilot Site Example



Quarter 1	Pre	Post
Addition:	80%	100%
Add w/Dec.:	60%	96%
Sub. w/Regrouping:	48%	100%
Sub. w/Regrouping with 0's:	36%	92%
Sub. w/ Dec:	20%	81%
Rounding/Est.:	0%	85%
Multiplication (Basic Facts):	72%	88%
Factors:	0%	85%
Prime Fact:	0%	73%
Multi. (2 x 1):	52%	100%
Multi. (3 x 1):	48%	100%
Multi. (2 x 2):	16%	100%
Multi. (3 x 2):	8%	85%
Multi. w/Decimals:	4%	69%
Div. Facts:	52%	92%
Div. (Multi-Steps):	4%	88%
Div. w/ 0 Place Holder:	0%	73%
Div. w/2-Digit divisor:	0%	50%
Quarter 1 Percent Proficient	28%	87%
Quarter 1 # of Skills Proficient	125	405
Quarter 1 # of Skills Taught	468	486

KEY
B= Beginning
D= Developing
P= Proficient

Student proficiency
increase of 59% pts.

ENTIRE CLASS ROSTER!!!		
Quarter 2	Pre	Post
Div. w/Dec:	0%	69%
Ordering Dec.:	0%	69%
Ordering Fractions:	0%	65%
Ordering # Line:	0%	38%
Median:	54%	77%
Range:	27%	85%
Mean/Average:	4%	81%
Equiv. Frac.:	0%	85%
Converting Frac.-Dec.-% (Vice Versa):	15%	81%
Add. w/Frac. w/Like Denom.:	0%	100%
Sub. w/Frac. w/Like Denom.:	0%	100%

39

Quarter 2 Percent Proficient	9%	77%
Quarter 2 # of Skills Proficient	26	221
Quarter 2 # of Skills Taught	297	297

Student proficiency
increase of 68% pts.

Thank You!





FY 2018-2019 Budget Update Committee of the Board

April 10, 2018

Marie Schrul, Chief Financial Officer

Purpose

- To provide an update on the FY 2018-19 budget to the Committee of the Board



Agenda

- FY 2018-19 General Fund budget update
- School & Program budget update
- Budget Adoption calendar



FY 2018-19 General Fund Budget

Preliminary Big Picture

44

	FY18 Adopted (in \$M)	FY19 Preliminary (in \$M)	Difference (in \$M)
Revenue (current law)	\$521.4	\$528.0	\$6.6
Use of Fund Balance	0	0	0
Expenditures	\$521.4	\$545.2	(\$23.8)
Projected FY19 Shortfall	\$0	(\$17.2)	



FY 2018-19 General Fund Projected Revenue

Projected Revenue Changes:	Amount \$M
General Fund levy increase (revenue restricted to specific levy items)	\$5.3
State Aid increase (mostly due to increase in per pupil funding amount)	\$2.1
Compensatory Education decrease (based on 10/1/17 Free & Reduced lunch count)	(\$0.8)
Total FY19 Projected Revenue Increase	\$6.6

45



FY 2018-19 General Fund Projected Expenditures

46

Projected Expenditure Changes:	Amount \$M
Inflationary impact of “rolling over” the FY 2017-18 Adopted salary & benefits budget	\$23.4
Inflationary impact of “rolling over” the FY 2017-18 Adopted non-salary budget	\$0.4
Total FY19 Projected Expenditure Increase*:	\$23.8

*Assuming all FY2017-18 budgeted expenditures are rolled forward to FY2018-19.





Staffing the Schools

General Budget Information

- The budget meets contractual obligations
- FY19 Revenue budget based on current law
- All schools do not receive the same amount of money per pupil because:
 - Some school funding is categorical (it has specific criteria on its spending)
 - Funding for Comp Ed and Title I follow the students on a one year delay (previous year's Oct 1 count)
 - Higher poverty schools have greater access to categorical dollars than lower poverty sites
- School enrollment affects the dollars allocated



FY2018-2019

School Staffing Criteria

Site Configurations

- Pre-K – 5
- K – 8
- Dual Campus
- 6 – 8
- 6 – 12
- 9 - 12

Staffing Categories

- Principal
- Assistant Principal
- Administrative Intern
- Teachers
- Clerks
- Counselors
- Library Media Specialists
- Nurses
- Social Workers
- Psychologists
- MLL Teachers
- Library Support (EA or TA)
- Site Staff for Program Articulation



2018-19 MOA Teacher Class Size Cap

Higher Poverty Sites

Grade	FY19 Cap
Pre-K	20
KG	25
1 – 3	26
4 – 5	30
6 – 8	36
9 - 12	38

Higher Poverty threshold is the top 30 schools per the teacher's contract



2018-19 MOA Teacher Class Size Cap

Lower Poverty Sites

Grade	FY19 Cap
Pre-K	20
KG	27
1 – 3	28
4 – 5	31
6 – 8	38
9 - 12	40



General Fund Budget Categories

Category	Description
Schools	Refers to all budgets for school sites in SPPS
School Service Support	Refers to program budgets that provide direct support services to schools (ex: Transportation, MLL, Special Education, Student Placement Center)
Districtwide Support	Refers to program budgets that provide support to all areas of the District (ex: Operations, Human Resources, Employee Benefits, Technology Services)
Administration	Refers to program budgets necessary to support governance, policy, and staff support to the Superintendent (ex: Board of Education, Superintendent, Legal Counsel)



FY19 Proposed General Fund Big Picture – Expenditures

Area	FY18 Adopted	FY19 Proposed	Change	Percent Change
Schools	\$247,365,968	\$248,454,701	\$1,088,733	0.4%
School Service Support	\$180,513,043	TBD		
District-wide Support	\$90,033,697	TBD		
Central Administration	\$3,533,366	TBD		
Total	\$521,446,074			

53

FY2018-19 School & Program Budget Update

- School allocations were sent out on April 9
- School budget meetings over the next 2 weeks and due back Apr 27
- Program allocations will be sent out on Apr 16 and due back Apr 27

54



FY 2018-19 Budget Timeline

Date	Description
December 19, 2017	SPPS Board of Education Certifies Pay 18 Levy for FY 2018-19
December 2017 - January 2018	FY 2018-19 Revenue & Expenditure Projections (utilizing FY19 enrollment by grade projections and preliminary 10/1/17 by school by grade enrollment numbers)
February 13, 2018	Presentation of FY19 Budget Guidelines & Preliminary FY19 General Fund budget summary at the Committee of the Board meeting
February 20, 2018	FY19 General Fund budget summary presentation at BOE meeting
February 26, 2018	REA Office & Asst Supts provide final FY19 enrollment by school by grade projections to Finance Dept
February 27- March 29, 2018	Finance prepares FY19 budget allocations & system testing (pending Feb 26 vs. March enrollment & planning criteria are received by the Finance Dept)

55



FY 2018-19 Budget Timeline

Date	Description
April 9, 2018	Distribute school allocations
April 16, 2018	Distribute General Fund program allocations
April 9-20, 2018	Joint FY19 Budget, Staffing, Enrollment meetings (Principals, Asst Supts, Human Resources, Finance, Title I, Student Placement)
April 16-26, 2018	Districtwide School Budget Presentation timeline for all principals to present budget information at their sites
April 27, 2018	School budgets returned Program budgets returned HR Staffing worksheets due
June 19, 2018	FY 2018-19 Budget adopted by the Board of Education



Budget Engagement Information

- Principal toolkit includes:
 - Budget worksheet with supporting documentation
- School Budget Presentations (April 16-26)
 - Budget Video & Talking Points
 - Powerpoint draft that can be tailored to site to use with staff and community
 - Communications will have a survey for parents & community who attend
- Budget Finance & Advisory (BFAC) Meetings
- Business Office Website
(<https://www.spps.org/business>)



Questions?

