

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

September 9, 2014
4:00 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. Review/Update on 2014 Payable 2015 Property Tax Levy

1. Introduction

2. Presentation

3

3. Discussion

4. Action (TBD)

B. Empowering High School Students to Enroll in Higher Rigor Courses

1. Introduction

2. Presentation

20

3. Discussion

4. Action (None Required)

C. Recognition of Partners and/or Outside Organizations

1. Introduction

2. Presentation

3. Discussion

4. Action (Thank you)

D. Standing Item: Policy Update

E. Standing Item: PLTT Update

F. Standing Item: SSSC 2.0 Update

G. Work Session

1. Board Check-In

2. General Counsel Search Update

3. Fund Balance Work Group Update
4. COB Start Times - 2015
5. Finalize Plans for September/October Listening Sessions
6. Consideration of Name Change for Listening Sessions
7. Review of Public Comment Process
8. New Microphones for Board Dias
9. Game Plan for PLTT Updates
10. Travel Plans and Attendance at October Conferences
11. BOE Letterhead

III. ADJOURNMENT



Pay15 Levy Information

Committee of the Board

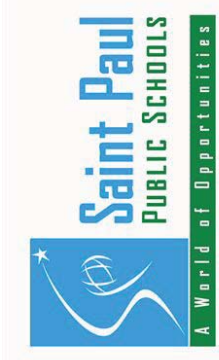
Mary Gilbert and Marie Schrul

September 9, 2014



Purpose

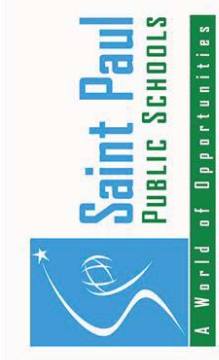
To provide general information to the Committee of the Board on the Pay15 levy process since the preliminary MDE calculations will not be ready until September 11, 2014





Agenda

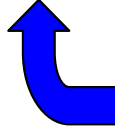
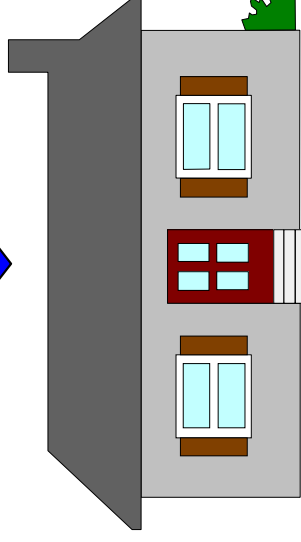
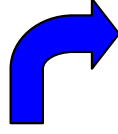
- Property Tax Information
- Levy Process
- Calendar of Activities
- Requested Actions
- Questions



Who Determines Your Property Tax?

State Legislature

- Sets Property Tax Policy
- Establishes Property Classes & Class Rates
- Determines Levels of State Aid
- Sets School Formulas
- Underfunded Mandates to Local Governments
- Levies State Business Tax



Property Tax

Taxing Jurisdictions

- Determines Levy Amount

County Assessor

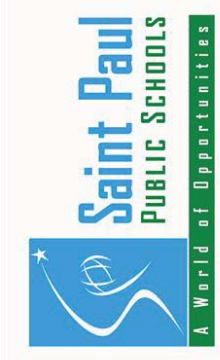
- Determines Market Value
- Assigns Property Class

Source: Ramsey County

09SEP14



Major Factors Impacting Property Taxes



- Is the property tax levy going up, down, or staying the same?
- Is there additional money available to reduce the local tax burden?
 - State aids (local government, county aid, or school equalization increases)
 - Fiscal disparity distribution
- How is a home's market value changing relative to other homes?
Compared to other types of property?
- Are there increases to the tax base that are not the result of inflationary or deflationary changes to the values of individual properties?
 - New construction
 - Property going from exempt to taxable
 - Decertified tax increment financing districts
- Legislative changes?



Market Value Trends

- Residential Market Values Improving—especially East Side
- Medium Value Home –11.1% increase in estimated market value
- Medium Value Commercial Property \$361,200—2% decrease in estimated market value
- Apartments Values Are Up –averaging 7%
- Total Tax base in Ramsey County Up

Source: Ramsey County

09SEP14



Change in Fiscal Disparity Distribution (FD) Dollars From 2014 to 2015



	2014 FD Distribution	2015 FD Distribution	Dollar Change	Percent Change
Ramsey County	\$46,700,247	\$47,714,761	\$1,014,514	2.2%
City of St. Paul	22,479,266	23,275,379	796,113	3.5%
St. Paul Schools	30,003,928	30,959,668	955,740	3.2%

Source: Ramsey County

Average Annual Change in Property Taxes From 2008 to Estimated 2015 By St. Paul Planning District By Type of Property

(Note: 2015 is based on estimated taxes as of June 2014 assuming no increases in tax levies for any taxing authority)

Planning District	Residential	Commercial & Industrial	Apartment
None - Personal Property	N/A	6.0%	N/A
1. Sunray/Battlecreek	-0.6%	0.8%	5.6%
2. Greater East Side	-2.0%	-0.1%	2.0%
3. West Side	-1.7%	1.5%	1.1%
4. Dayton's Bluff	-3.5%	-2.1%	0.5%
5. Payne/Phalen	-3.6%	-2.5%	0.1%
6. North End	-4.6%	-0.3%	2.5%
7. Thomas Dale	-4.2%	1.4%	-0.5%
8. Summit/University	0.6%	-1.0%	2.1%
9. West Seventh	0.1%	2.5%	2.4%
10. Como	1.6%	2.6%	1.9%
11. Hamline/Midway	0.1%	1.3%	1.5%
12. St. Anthony Park	2.7%	2.0%	4.3%
13. Merriam Park/Snelling/Hamline	2.8%	3.0%	2.8%
14. Mac/Groveland	2.9%	3.0%	4.1%
15. Highland	2.4%	2.4%	6.0%
16. Summit Hill	2.5%	3.1%	3.5%
17. Downtown	-1.7%	2.0%	6.4%
Total St Paul	-0.6%	1.0%	2.6%



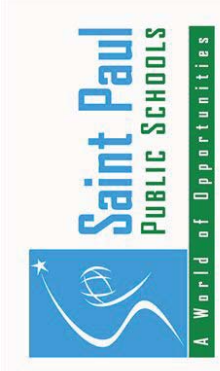
School District Levy Basics



Levy Fund	Pay15 Levy Categories	Pay15 Adjustments to Levy Categories	Total Number of Categories
General Fund	18	13	31
Community Service Fund	5	4	9
Debt Service Fund	1	2	3



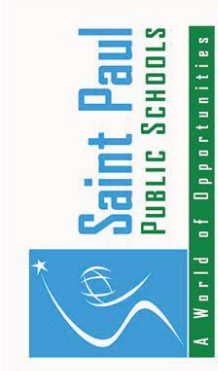
School District Levy Basics



- **General Fund**
- levies authorized by legislature to fund school programs
 - some per pupil
 - some equalized with aid penalties
 - others based on costs
 - also includes referendum levy



School District Levy Basics



- **Community Service**
- Formula set by legislature
- Includes:
 - ECFE (Early Childhood Family Education)
 - General Community Education
 - Home Visiting Program
 - School Age Care
 - Disabled Adult



School District Levy Basics

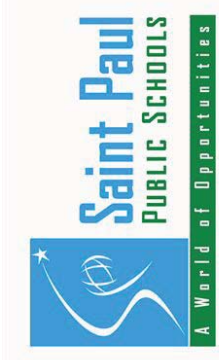


- **Debt Service**

- debt service (principal and interest) capital bonds
- certificates of participation (COPs)
- alternative facilities bonds
- abatement adjustments



Pay 15 Levy Process



Action	Date
COB discusses Pay15 levy	September 9
MDE provides preliminary calculations	September 11
BOE sets ceiling for Pay15 levy	September 23
JPTAC (Joint Property Tax Advisory Committee) adopts joint levy	September 29
SPPS provides Pay15 levy ceiling data to Ramsey County and MDE	September 30
Ramsey County calculates taxes and prepares tax statements	October 1 – November 15
Ramsey County mails tax statements	November 17 (approximately)
SPPS holds public hearing	December 2
BOE certifies Pay15 levy	December 16
SPPS certifies Pay15 levy to Ramsey County	December 31



Property Tax Payments



- Districts receive first payment in late spring for 2015-2016 school year
- Second payment comes in the fall
- Property Tax Recognition Shift—fully repaid in June 2014
- Adjustments are made for abatements each year



Factors Impacting Levies



- Changes in pupil counts
- Legislative changes to formulas and equalization aid
- Pension contribution changes required by law
- Abatements
- Capital bonding, refunding of bonds, abatements, and health and safety projects, lease costs
- Employment changes that drive severance and unemployment levies



Requested Action

- Schedule a COB meeting prior to the September 23 BOE meeting to review figures to prepare for setting the Pay15 levy ceiling
- Set the Pay15 levy ceiling at the September 23 BOE meeting
- Set public hearing date for Tuesday, December 2 at 6:00 p.m. (time certain)



Questions

Empowering High School Students to Enroll in Higher Rigor Courses

Saint Paul Public Schools Committee of the Board Presentation

Theresa Battle, Assistant Superintendent of High Schools

Jon Peterson, Director, Office of College and Career Readiness (OCCR)

Tuesday, September 9, 2014



Empowering High School Students to Enroll in Higher Rigor Courses

Agenda/Outline:

- Step 1:** Trend Data for ACT and Advanced Courses
- Step 2:** Framing the Problem of Disproportionality
- Step 3:** Developing a Roadmap for Post-Secondary Success
- Step 4:** Alignment and Culture of Post-Secondary Success
- Step 5:** Setting Goals to Systemically Increase Proportionality



Empowering High School Students to Enroll in Higher Rigor Courses

Step 1:

Trend Data for ACT and Advanced Courses



Empowering High School Students to Enroll in Higher Rigor Courses

Step 2: Framing the Problem of Disproportionality Using the Viewpoint Data (8.27.14)



Empowering High School Students to Enroll in Higher Rigor Courses

Disproportionality:
overrepresentation of a particular
group of people in a particular group
or system.



Empowering High School Students to Enroll in Higher Rigor Courses

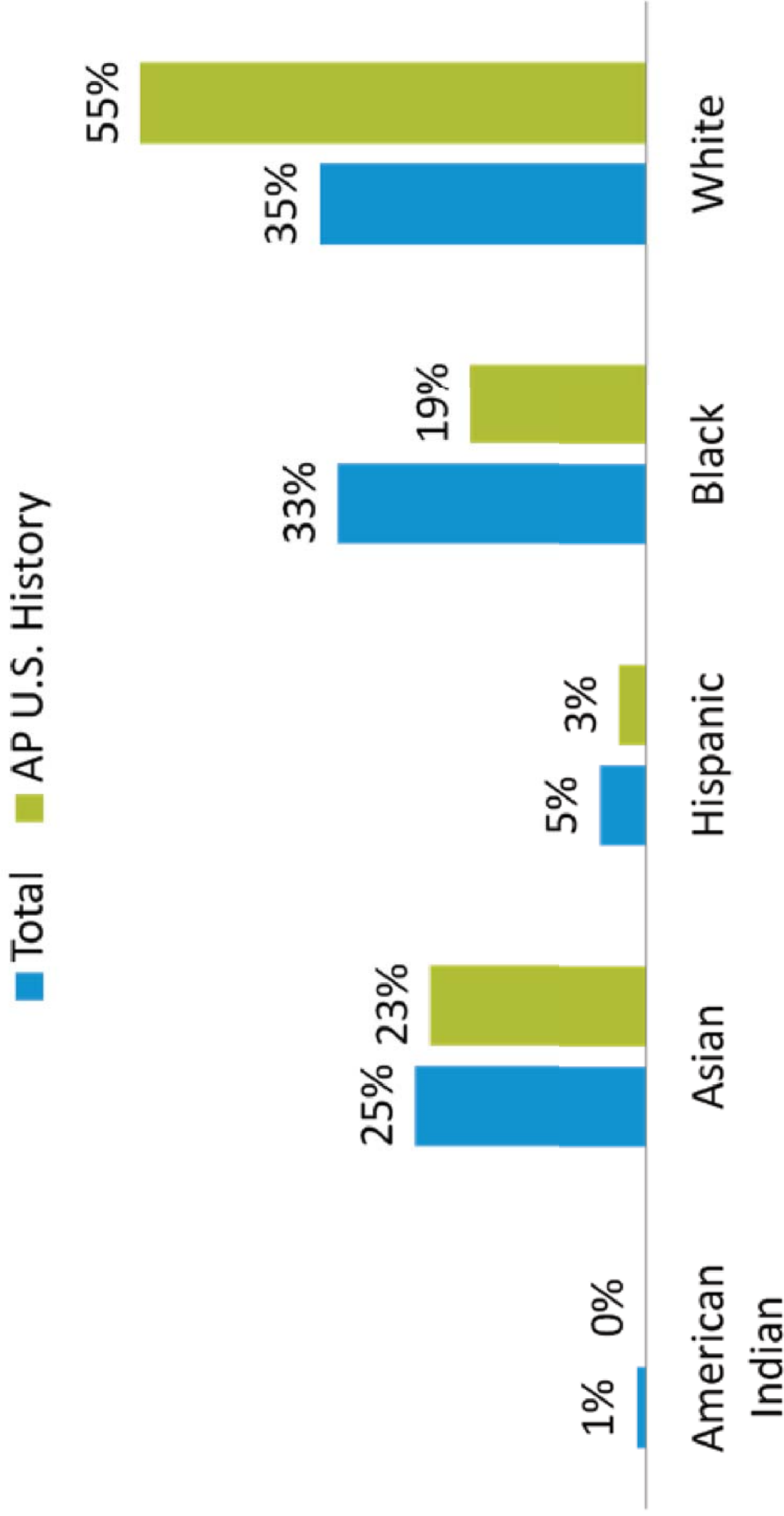
Proportionality:

Properly related in size, degree, or other measurable characteristics; corresponding.



Empowering High School Students to Enroll in Higher Rigor Courses

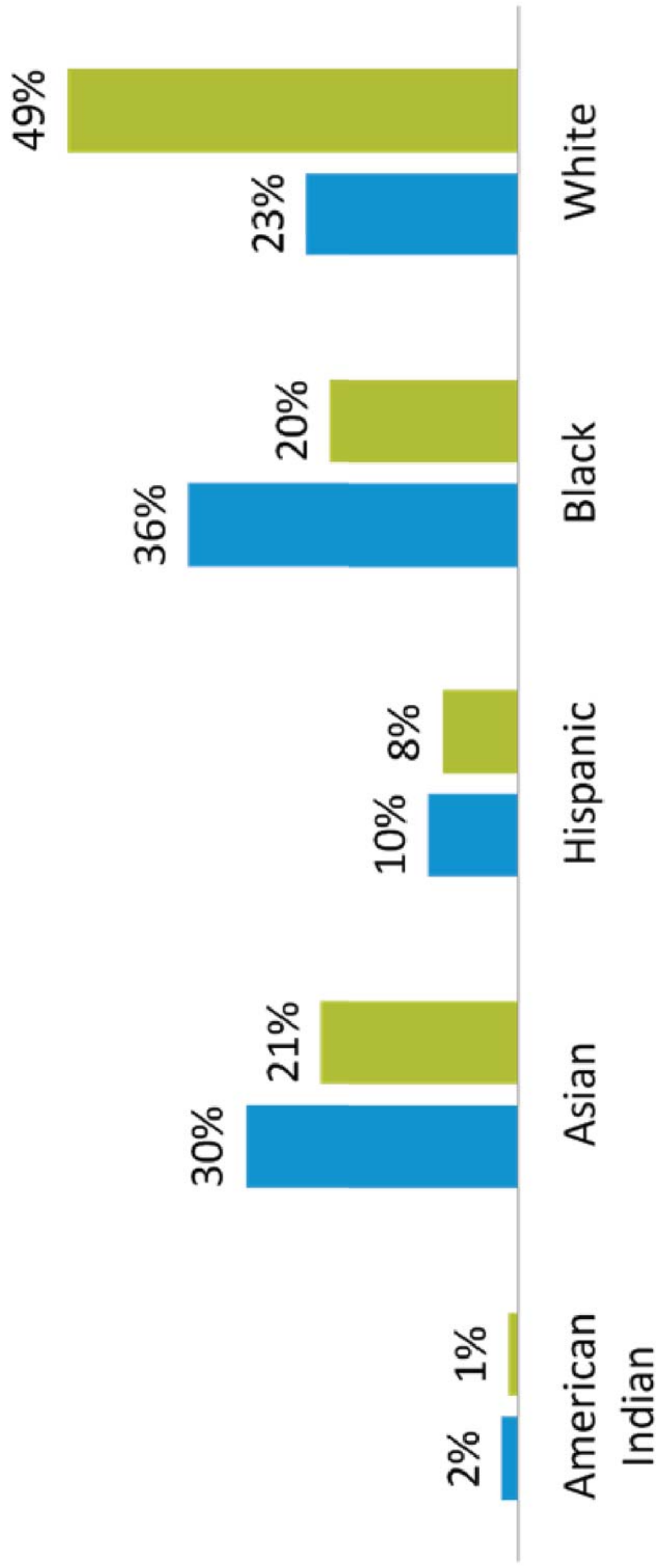
Central Senior High, 2014-15



Empowering High School Students to Enroll in Higher Rigor Courses

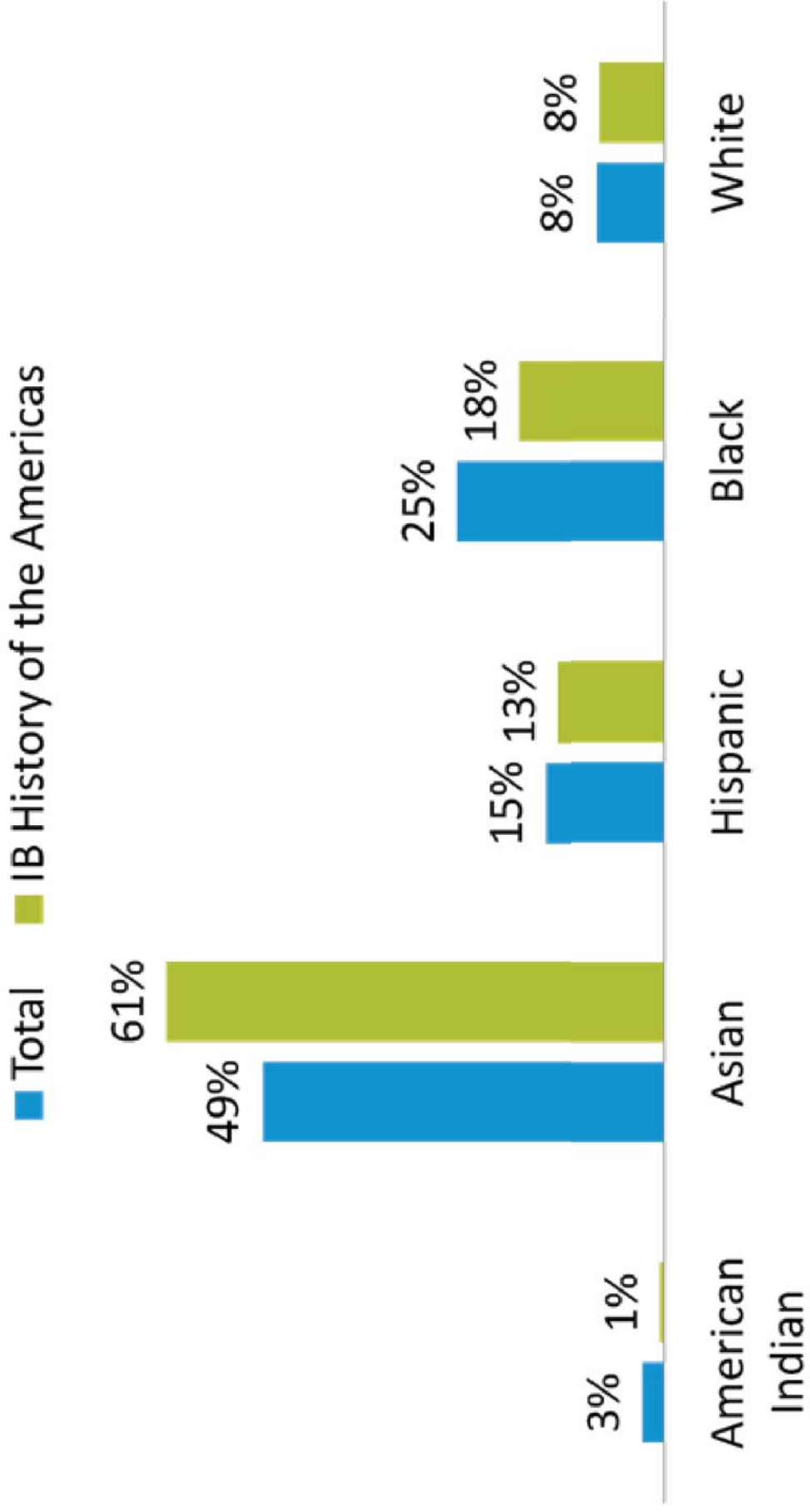
Como Park Senior High, 2014-15

■ Total ■ AP U.S. History



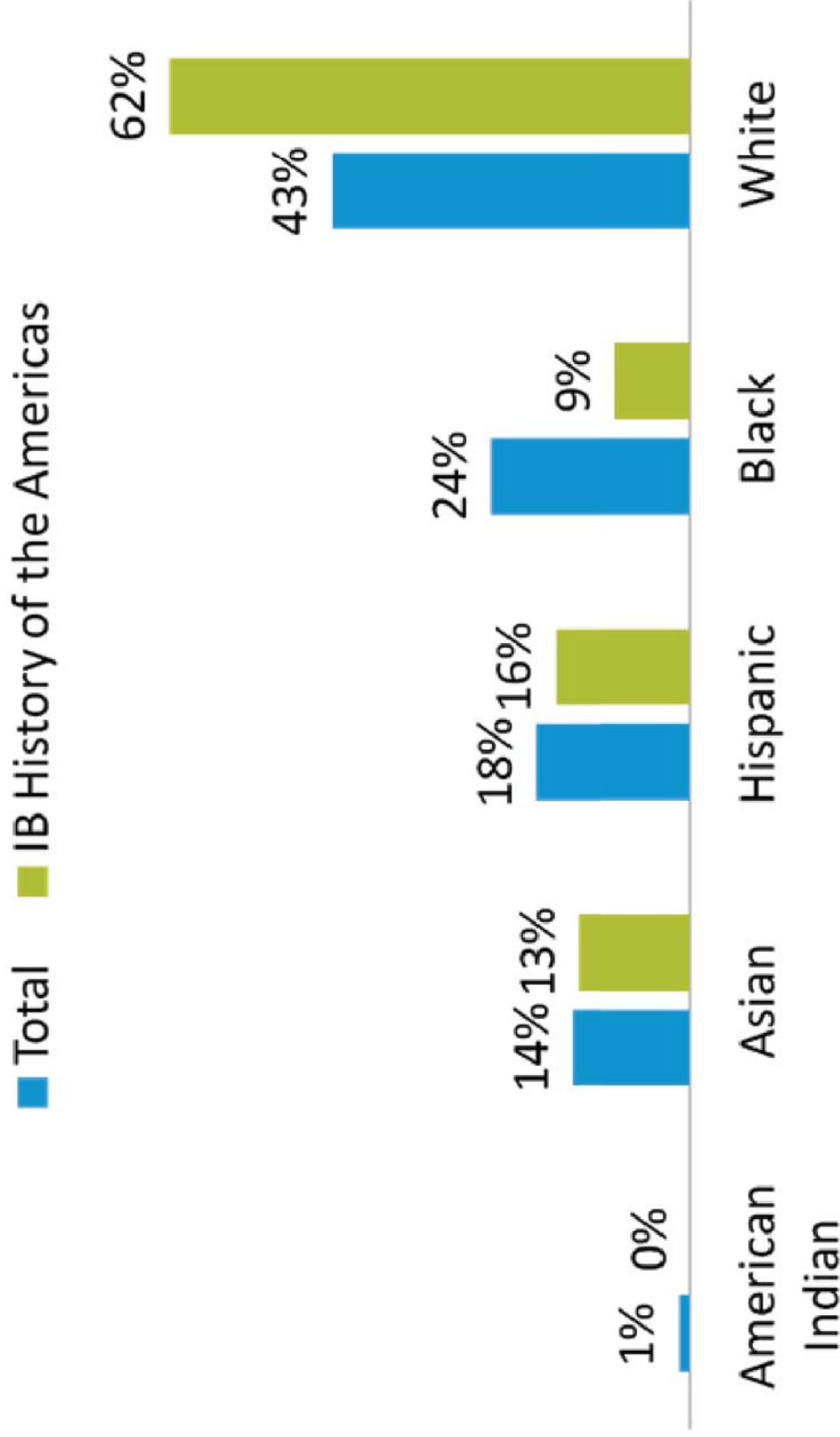
Empowering High School Students to Enroll in Higher Rigor Courses

Harding Senior High, 2014-15



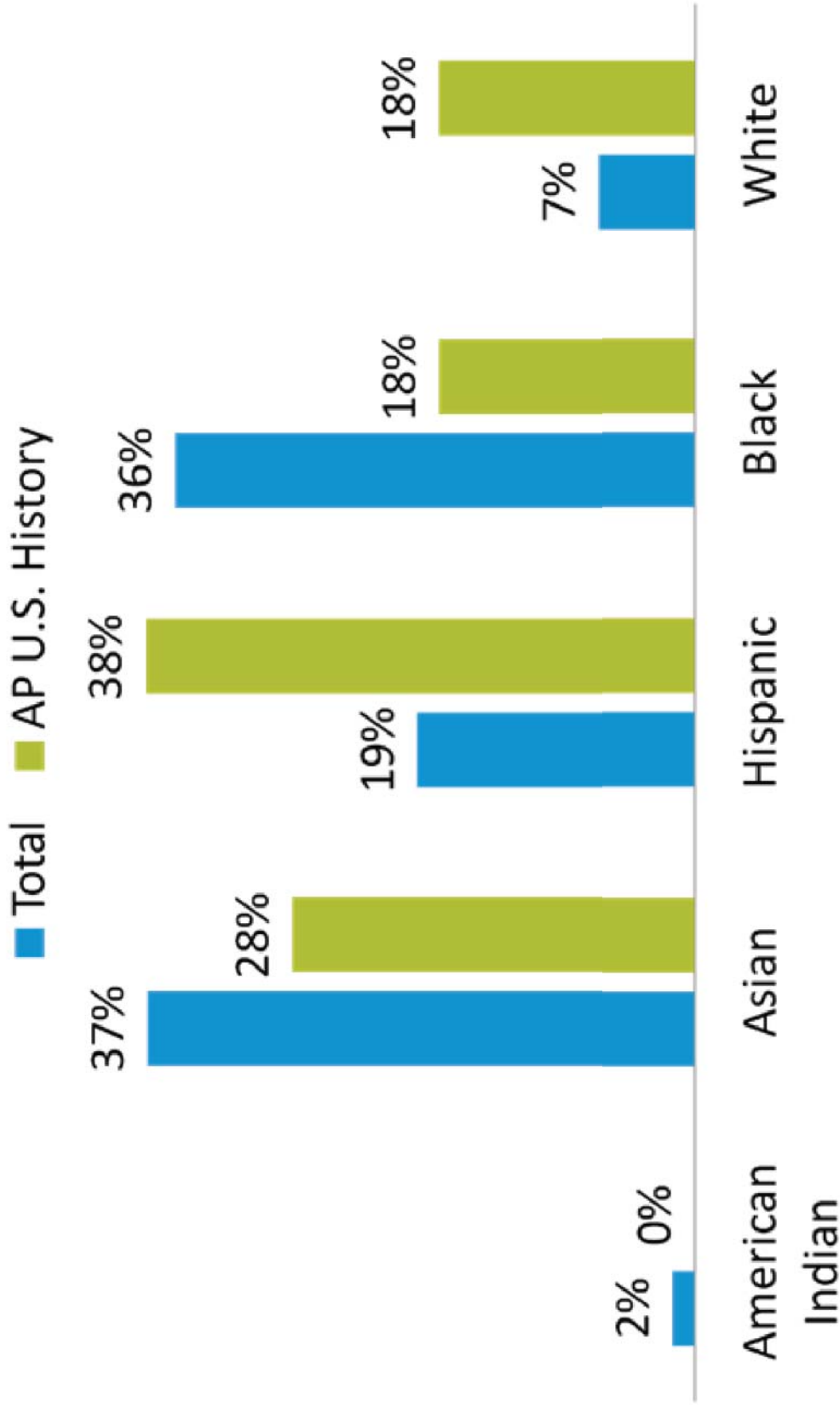
Empowering High School Students to Enroll in Higher Rigor Courses

Highland Park Senior High, 2014-15



Empowering High School Students to Enroll in Higher Rigor Courses

Humboldt Senior High, 2014-15

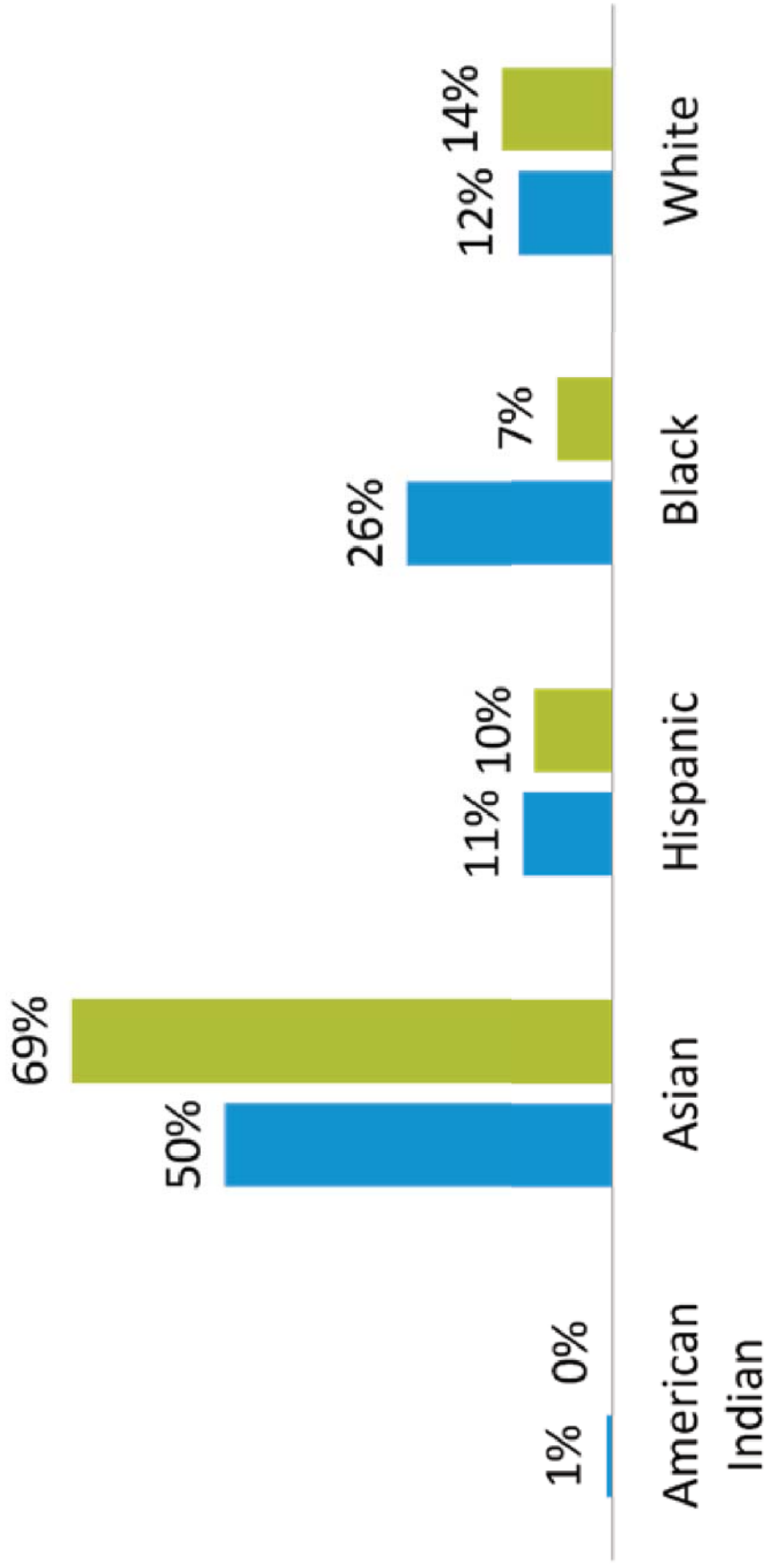


Empowering High School Students to Enroll in Higher

Rigor Courses

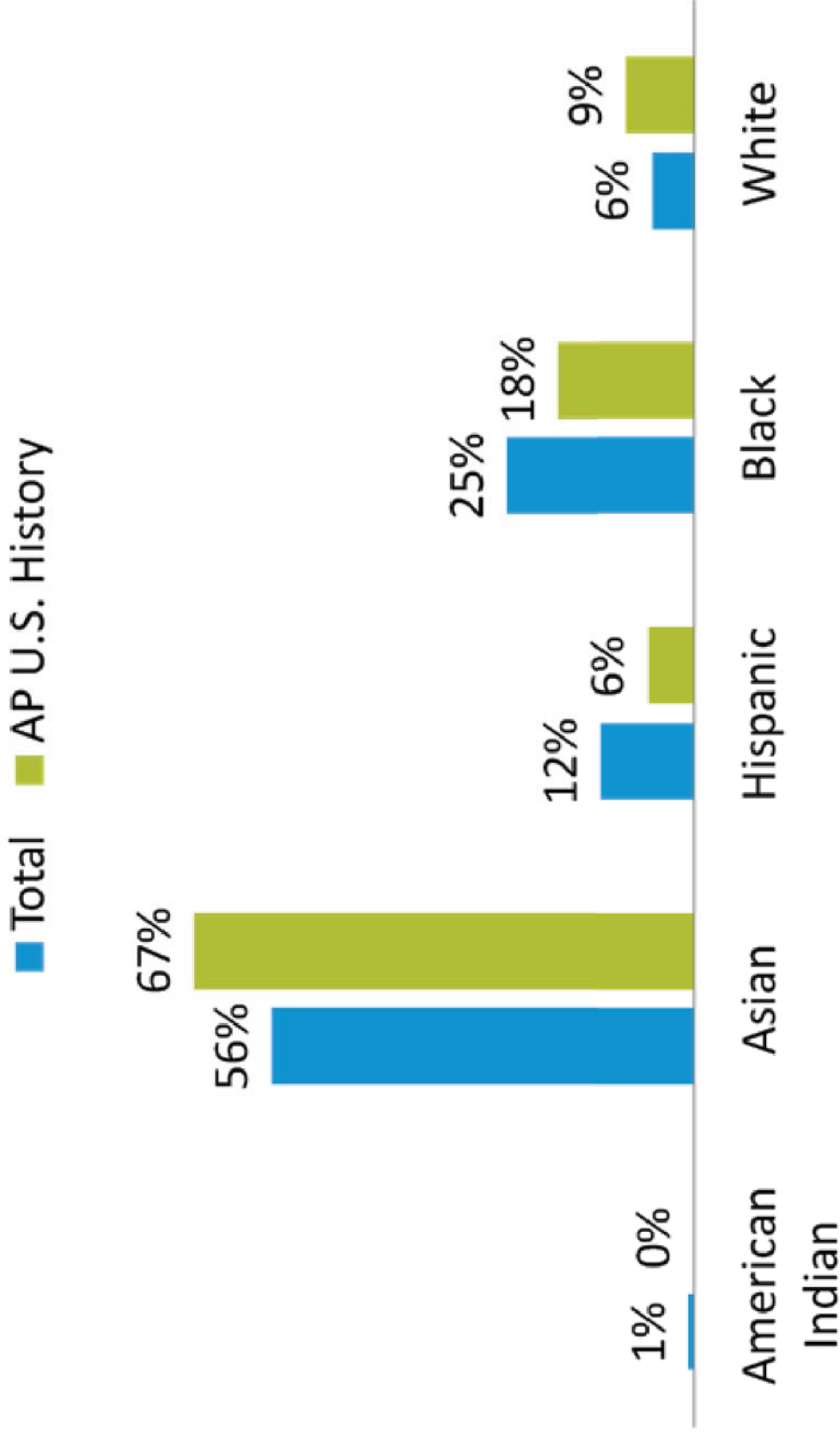
Johnson Senior High, 2014-15

■ Total ■ AP U.S. History



Empowering High School Students to Enroll in Higher Rigor Courses

Washington Tech. Senior High, 2014-15



Empowering High School Students to Enroll in Higher Rigor Courses

Career and Technical Education (CTE) bridges the gap between academics and career.

- In Saint Paul Schools, over **7000 students** take CTE courses
- **Rigorous** Programs of study
- Providing **Experiential** Learning

NEED TO BETTER LEVERAGE AND EXPAND CTE OFFERINGS



Empowering High School Students to Enroll in Higher Rigor Courses

- **CTE offers** articulated college credit in many CTE courses through agreements with Dunwoody, North Hennepin, Saint Paul College etc.
- **Career Pathways Academy** (at Saint Paul College)
- **Inver Hills** is providing **Nursing Assistant** certifications at LEAP and Humboldt along with **EMT/First Responder** training at Humboldt
- **Through the National Academy Foundation (NAF)** and the Youth Career Connect (YCC) grant, *Academy of Finance* at Como Park has expanded and the *Academy of Information Technology* has begun at Humboldt. Students may earn college certificate while in high school.



Empowering High School Students to Enroll in Higher Rigor Courses

CTE provides direct work experience:

- Career Seminar and Occupational Work Experience **courses** in some high schools
- **Internships**: 3M STEP, Genesys Works, Right Track, Under Construction, Phoenix, The BrandLab and more



Empowering High School Students to Enroll in Higher Rigor Courses

- Recognizing the racially predictable pattern in the data is critical in framing the problem of disproportionality in the SPPS educational system.
- What patterns of disproportionality do you see in the data?



Empowering High School Students to Enroll in Higher Rigor Courses

In every instance African American and Native American students were **disproportionately underrepresented** in AP U.S. History and IB History of the Americas.



Empowering High School Students to Enroll in Higher Rigor Courses

Step 3:

Developing a Roadmap for Post-Secondary Success



Empowering High School Students to Enroll in Higher Rigor Courses

How do we define “Post-
Secondary Success?”



Empowering High School Students to Enroll in Higher Rigor Courses

- Re-defining what graduation represents:
 - College eligible ACT score or Accuplacer score
 - Prepared for college, reading, and writing
 - Meets District credit requirements
- Our Promise:
 - All students are prepared for post-secondary success regardless of race, class, disability, gender, sexual orientation, creed, and/or class
 - Post-Secondary Success Indicators tied to SSSC 2.0 and the Vision Cards for Achievement
- Graduation Rate:
 - Individual ACT scores
 - Credits earned toward post-secondary program
 - Well-articulated post-secondary plan



Empowering High School Students to Enroll in Higher Rigor Courses

Developing SPPS' Keys to PK-14, Post-
Secondary Success



Empowering High School Students to Enroll in Higher Rigor Courses

Goal:

At SPPS, our goal is for all students to be accepted into the post-secondary school or program of their choice without the need for remediation.



Empowering High School Students to Enroll in Higher Rigor Courses

SPPS PK-14 habits for post secondary success:

- Why are they important to identify?
- What would they be?
- How many are there?
- How would we communicate them to our stakeholders?
- How would students and staff apply them?



Empowering High School Students to Enroll in Higher Rigor Courses

We need a roadmap that:

- Uses the Courageous Conversations compass and protocol
- Personalizes learning so that all students may achieve post-secondary success.



Empowering High School Students to Enroll in Higher Rigor Courses

Step 4:

Establishing Alignment and a
Culture of Post-Secondary
Success



Empowering High School Students to Enroll in Higher Rigor Courses

Alignment

- **Align grades 6-14** by linking middle school, high school, and the first two years of college
- **Increase the rigor and relevance** of high school courses through 9-14 alignment
- Collaborate with post-secondary institutional partners to **align expectations** between high school and college



Empowering High School Students to Enroll in Higher Rigor Courses

Alignment

- Reduce the need for remedial coursework in college
- Align college credit-earning courses offered with the **general education requirements** of the Minnesota Transfer Curriculum and/or Associates degree at a post-secondary institution
- **Align School Counselors' work** to the SPPS Roadmap for Post-Secondary Success



Empowering High School Students to Enroll in Higher Rigor Courses

Establishing a Culture of Post- Secondary Success

- **Expectation Gap:** clearly stated, high expectations that all students can and will achieve post-secondary success
- **Aspirational Gap:** tapping into students post-secondary hopes and dreams to drive personalized goal setting and 1-to-1 advising from school counselors and/or mentors



Empowering High School Students to Enroll in Higher Rigor Courses

Establishing a Culture of Post- Secondary Success

- **Opportunity Gap**: giving students the skills they need to access opportunities beyond high school and offering them to earn an associate degree for free
- **Achievement Gap**: close the gap by activating the untapped potential present in the middle of each high school class, i.e. 30th to 70th percentile



Empowering High School Students to Enroll in Higher Rigor Courses

Step 5:

Setting Goals to Systemically Increase Proportionality



Empowering High School Students to Enroll in Higher Rigor Courses

Setting Goals to Systemically Increase Proportionality

- **Set new College and Career metrics** based on a seven year plan (6-14) for increasing overall proportionality at each high school with annual benchmarks for monitoring progress
- Increase proportionality of **African American and Native American students** enrolling in college level coursework and successfully earning college credits
- **Maintain existing opportunities** for students in the top 30th percentile to take college credit-earning courses
- **Maintain existing supports** to students in the bottom 30th percentile to obtain post-secondary success.



Empowering High School Students to Enroll in Higher Rigor Courses

Setting Goals to Systemically Increase Proportionality

- **Acceleration not Remediation** is a key mindset for educators, students, and families to know and act upon
- Students who do not meet college-readiness indicators from standardized assessments are identified for **additional foundation classes and college seminar courses** to prepare them for the increased rigor of college credit-earning curriculum
- **Establish a foundation** for students to develop the skills to be successful in their post-secondary careers, whether it be a two-year college, four-year college, certificate program, internship, or military



Empowering High School Students to Enroll in Higher Rigor Courses

Additional Considerations

- **Four year phase in plan** at each high school
- Focus on increasing enrollment in college credit-earning courses for African American and Native American students **in the middle of their class**
- **Cost savings** to the school, the District, and the student's family. The costs are significantly lower than other programs.
- Need an institutional **post-secondary partner** who is **willing to flex on the credentialing** of high school teachers and has pre-established a culture of concurrent enrollment



Empowering High School Students to Enroll in Higher Rigor Courses

Additional Considerations

- Identified students are **automatically enrolled**
- **Anchor assessments** are the Explore, Plan, and ACT
- The **syllabus for each course is jointly developed** by the District's classroom teacher and the collaborating teacher from the institutional post-secondary partner
- Continued willingness from leaders in the system to take **calculated risks** to close the four gaps.



Empowering High School Students to Enroll in Higher Rigor Courses

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