

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

April 2, 2013
4:30 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. Overview of SY 2013-14 School Selection Season

Presenter: J. Turner, Chief Engagement Officer

1. Introduction

2. Presentation

3

3. Discussion

4. Action (Acceptance of Report)

B. Talented Development & Accelerated Services Update

Presenter: M. Mohs, Interim Chief Academic Officer / D. Fry, Director Career & College Readiness

1. Introduction

2. Presentation

14

3. Discussion

4. Action (Acceptance of Report)

C. Multilingual Learning

Presenter: M. Mohs, Interim Chief Academic Officer / E. Agbamu, Executive Director, Multilingual Learning

1. Introduction

2. Presentation

34

3. Discussion

4. Action (Acceptance of Report)

D. FY 14 Budget

Presenter: M. Baumann, Deputy Superintendent School & Business

Operations

1. Introduction
2. Presentation 62
3. Discussion
4. Action (Guidance to Superintendent)

E. Standing Item: Policy Update

Presenter: J. Munnich, Administrator Policy, Planning & Intergovernmental Relations

F. Work Session

1. Board Check-In 80
2. Metropolitan Learning Alliance Update
3. Board Agenda Structure (Recognitions, Consent Agenda, Public Comment) 82

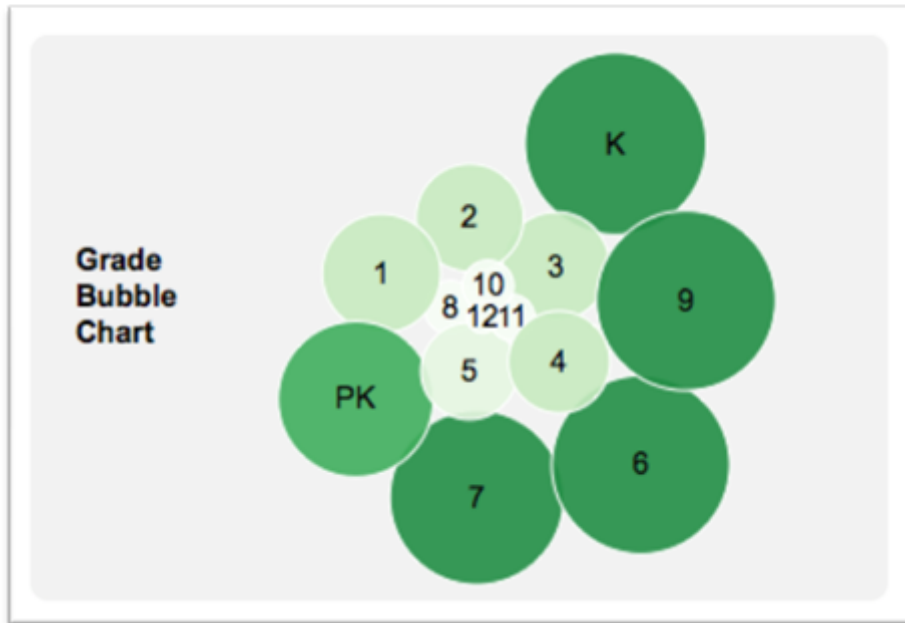
III. **ADJOURNMENT**



SCHOOL CHOICE SEASON

2013-14 Lottery Results

Lottery Facts



- Completed March 20, 2013
- **9,231 on-time** participated
- 739 late applications (300 + placed)
- 90 seconds
 - Multi-task oriented



Kindergarten Lottery Results



- 2,074 participated
- 97% of students were placed
- 89% received their first choice
- Only 71 students need follow-up



1st- 12th Grade Lottery Results



- 5,631 students participated
- 69% placed 1st or 2nd choice



Pre-Kindergarten



- 1,526 students
- 74% placed
- 443 students on waiting list
- 22 more classrooms needed



Schools with Waiting List

Elementary	K-8	Middle	High School
St. Anthony Park (44)	Capitol Hill (468)	Highland Park (87)	Central (104)
Highland Park (44)	Farnsworth (115)	Murray (43)	Washington (540)



Reflecting St. Paul



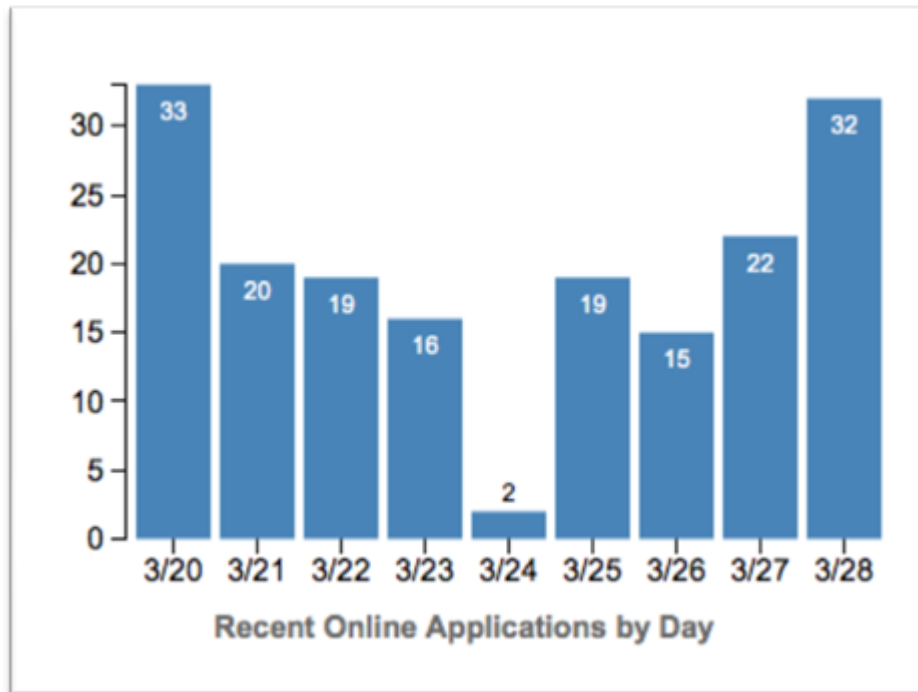
- 549 choices
- 69% received 1st choice
- 23% of seats filled



Capitol Hill, Chelsea Heights, Expo, Groveland, Highland Park, Horace Mann, JJ Hill, L'Etoile du Nord, Randolph Heights, St. Antony Park



What's Next



- 700 + late applications
- School Site Training
- Phone Calls- Emails
- Site-based Outreach
- April 12, 2013
- Waiting List



Site-based Outreach



Hello, this email has information regarding your child: Timothy Tennick, identification number: 677738

We are pleased to inform you that Timothy has been accepted to Adams Spanish Immersion for the 2013-2014 school year. A letter of acceptance will be mailed to your home with additional information including transportation, if applicable.

Special Note: Please contact us at (651) 632-3760 before Friday, April 12, 2013 if you do not wish to enroll Timothy at Adams Spanish Immersion this coming fall. If we do not hear from you by this date, this acceptance and subsequent enrollment will be final and override previous Saint Paul Public School enrollments.

Thank you for choosing Saint Paul Public Schools.

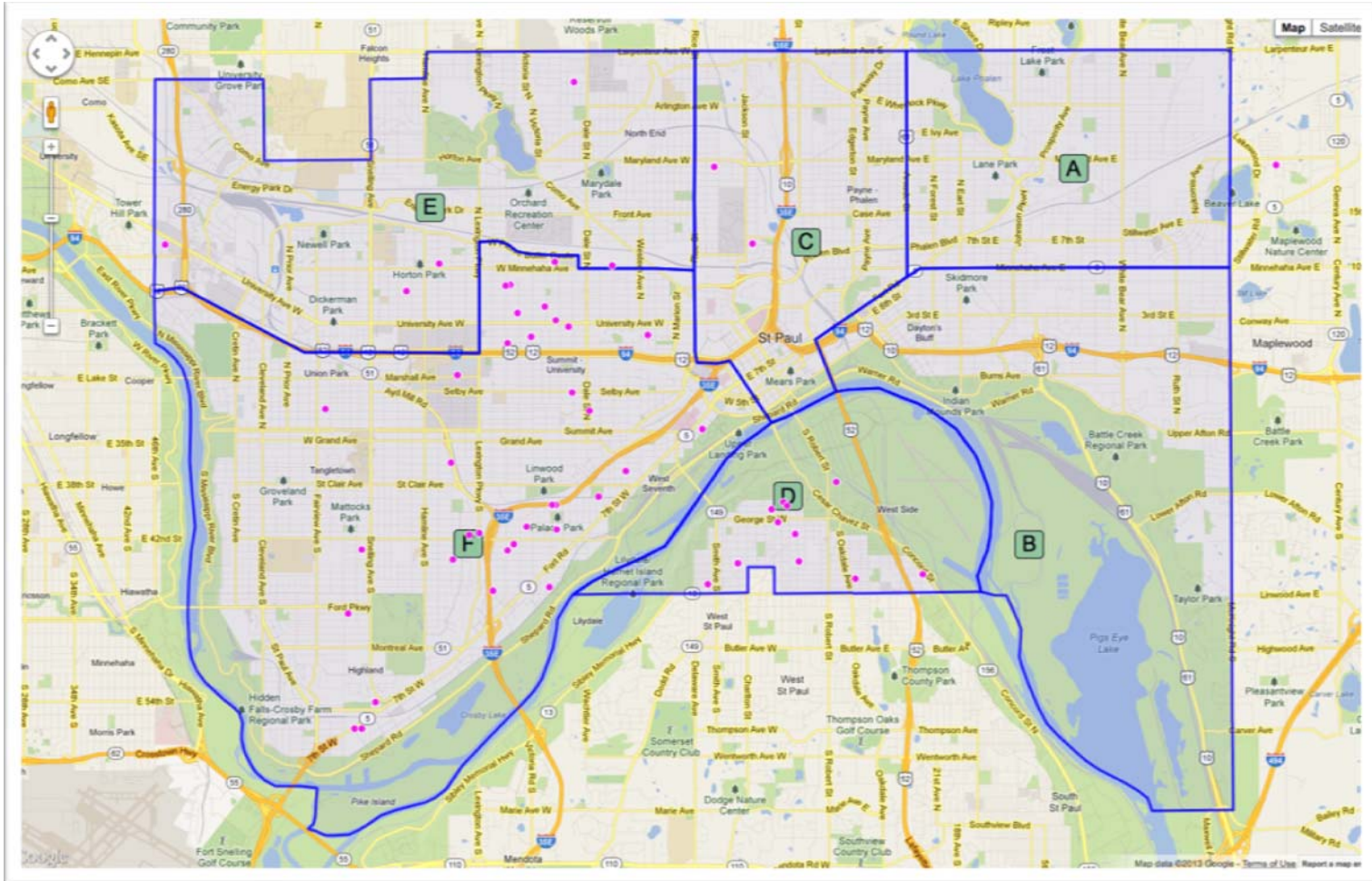
Sincerely,
The Student Placement Center

SPPS Student Placement Center | 651-632-3760 | apply.spps.org

- 69% provided email addresses



Site-based Outreach



Linwood Monroe - Lower



Questions/Comments



Talent Development and Accelerated Services Update

Committee of the Board

April 2, 2013

Mr. Matthew Mohs
Interim Chief Academic Officer

Dr. Darlene Fry, Director
Office of College and Career Readiness



Objectives of the Presentation

- Share an overview of Talent Development and Acceleration Services (TDAS) approach
- Review the initial administration of the Cognitive Abilities Test (CogAT7) and results.
- Highlight program planning for 2013-14



Talent Development and Acceleration Services (formerly Gifted Services)

- The Department formerly known as Gifted Services is now the Department of Talent Development and Acceleration Services.
- The name change represents a more inclusive approach
 - All SPPS children have talents to be nurtured and cultivated
- TDAS is aligned with the Strong Schools Strong Communities Plan and supports the district's commitment to equity and excellence

Equity Vision Card: Gifted and Talented Identification and Advanced Courses

- White students have been G/T identified at a rate of:
 - 4 to 1 compared to African American
 - 3 to 1 compared to Latino
 - 3 to 1 compared to Asian
 - 2 to 1 compared to American Indian
- White students compared to their peers in advanced courses
 - 37% gap between white and African American students taking AP classes
 - The percent of White students earning 3 or higher on AP exams is 49% higher than African American students
 - The percentage of White students who score a 4 or higher on IB exams is 28% higher than other racial groups



TDAS 2012-2013

- Created Articulation Specialist position for the Capitol Hill to Highland Park Senior transition.
- Assisted with the coordination of the PYP and MYP International Baccalaureate Program at Hazel Park Preparatory Academy and MYP coordination at Harding High School
- Adopted a new student learner and G/T identification assessment (CogAT7)
- Revised portfolio review process (standards and performance based)



Equitable Learner Opportunities

Moving from
Gifted & Talented Identification
to
Student Learner Profiles
& Gifted Identification

Naglieri Non-Verbal Assessment Test (NNAT)

- SPPS used the NNAT and NNAT2 assessment from 2001-2011
 - Yearly discrepancies in G/T identification rates for students along racial, ethnic, and linguistic lines were apparent each year.
- During the 2011-2012 year, TDAS staff researched various assessments and their impact in school districts nationally
- TDAS proposed using the latest Cognitive Skills and Abilities Test, Seventh Edition (CogAT7)
 - Approved by the School Board on September 18, 2012

NNAT& NNAT2 Trend Data 2001-2011

<u>Race</u>	<u>(K) Identified</u>	<u>(2) Identified</u>
American Indian	1.7%	1.5%
Asian	20.0%	28.0%
Latino/Hispanic	11.6%	12.3%
African American	10.5%	15.1%
White	56.0%	53.2%
FRL	34.0%	52.5%

Comparison of NNAT2 and CogAT7

NNAT 2	CogAT7
Measures one type of learning (visual/spatial)	Three batteries measuring three learning styles
Language free (non-verbal)	Language free (picture analogies)
Based on a cut score	Provides ability profile with interventions
Use of National norms	Use of Local norms
No instructional support	Ability profile provides instructional support



CogAT7 assesses multiple dimensions for each child

- The CogAT7 consists of three batteries
 - Verbal (“picture smart”)
 - Quantitative (“math smart”)
 - Non-Verbal (“spatial reasoning smart”)
- Assessment creator utilized experts from various areas in education to create an assessment that is as culturally fair as possible



Benefits of the CogAT7

- Ability profile provided gives teachers and parents recommended strategies to improve student performance
- Acknowledges multiple ways of learning and knowing of students
- Use of local norms comparing SPPS students to each other rather than a national sample
- Students identified in EVERY school for acceleration services

CogAT7 Student Ability Profile

CogAT®

PROFILE NARRATIVE FOR
LibbyGrace Fry
Cognitive Abilities Test (CogAT®)
Prepared by Office of Measurement Services - University of Minnesota

Class: HILLSTROM CASTLE
School: NON PUBLIC
System: SPPS

Form/Level: 7/9
Test Date: 12/01/2012
Norms: Fall 2011
Grade: 3

Abilities	Age Scores						
	Standard Age Score	Local Percentile Rank	1	25	50	75	99
Verbal	87	14					
Quantitative	80	1					
Nonverbal	79	1					
Composite (VQN)	80	1					

LibbyGrace's ability profile is 2A. Visit www.cogat.com for more detailed information on 2A. Click on the "Interactive Profile Interpretation System" button. Enter 2A in the "Input Your Score Profile" section. Click "Search."

Notes:

Scores for LibbyGrace Fry:

LibbyGrace recently took the Cognitive Abilities Test (CogAT). CogAT measures the development of verbal, mathematical, and spatial reasoning abilities that are essential for success in school. Students with different patterns of scores on CogAT have different learning styles. By knowing LibbyGrace's learning preferences, teachers can help him achieve greater success in school.

LibbyGrace was tested in all three areas: verbal, quantitative, and nonverbal abilities.

A local percentile rank of 14 on verbal reasoning ability means that, compared to other students locally in the same grade, LibbyGrace scored higher than 14 percent. A local percentile rank of 1 on quantitative reasoning ability means that, compared to other students locally in the same grade, LibbyGrace scored higher than 1 percent. A local percentile rank of 1 on nonverbal reasoning ability means that, compared to other students locally in the same grade, LibbyGrace scored higher than 1 percent.

LibbyGrace's composite score was derived from three subtests in the areas of verbal, quantitative, and nonverbal ability. The overall local percentile rank is a general statement of your child's reasoning ability, relative to other students in the district in the same grade.

LibbyGrace's scores on the three batteries do not differ significantly. Students who show this profile can learn effectively but often need guidance. The following steps may help LibbyGrace learn more readily in school:

- Whenever possible, build on LibbyGrace's interests and accomplishments.
- Reduce the number of things LibbyGrace must attend to, remember, or do when solving problems.
- When attempting new tasks, provide LibbyGrace with structure in the form of specific directions and guidance.
- When working in groups, pair LibbyGrace with other students who can model the desired skills.

CogAT7 Supports Strong Schools Strong Communities Plan

- **Achievement** –The CogAT7 allows students to demonstrate strengths across multiple learning styles; ability profiles to help with differentiation and student learning strategies.
- **Alignment** – The CogAT7 aligns with SSSC and district equity goals; the potential for use of CogAT7 data in school PLCs to impact differentiated instruction for students
- **Sustainability** – Riverside Publishing has entered a partnership with SPPS over 3 years to provide materials at a flat rate and assist with the evaluation of data in the next three years (2012-2015)



Pathways to Identification for Acceleration Services

District Norms

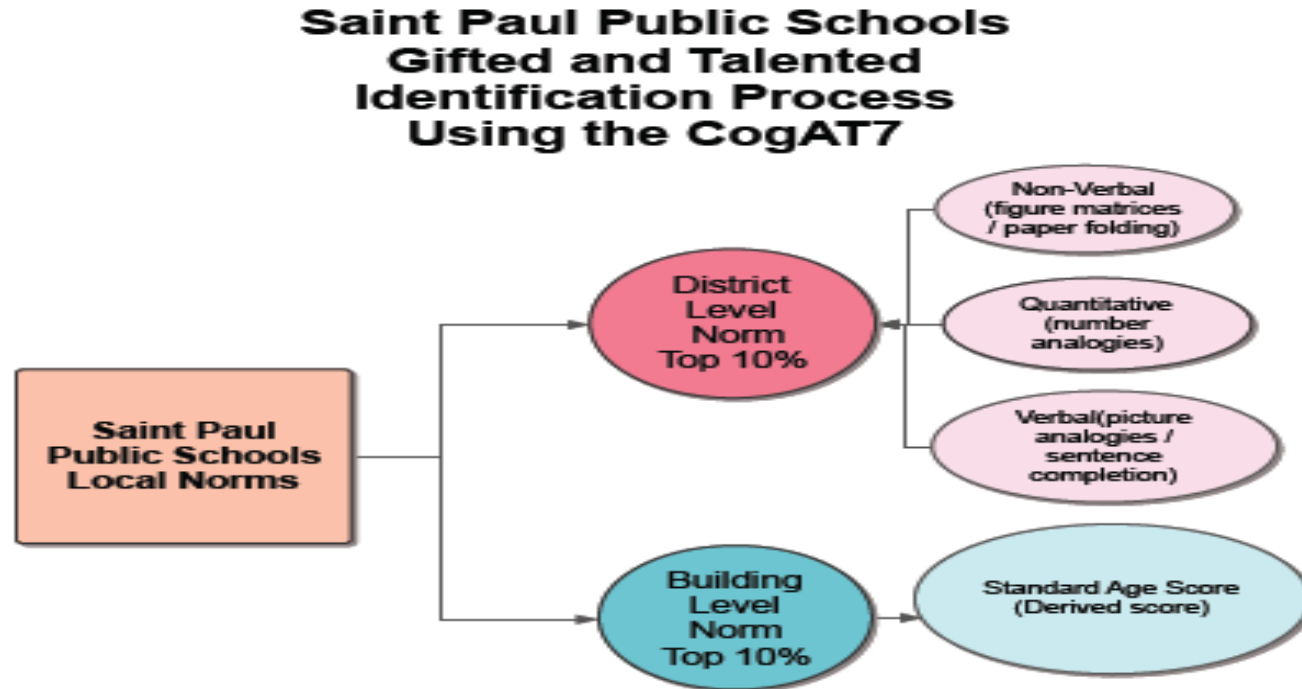
- Top 10% in each battery district-wide
 - verbal, non-verbal, quantitative

Building/Community Norms

- Top 10% identified for each school

Portfolio Review Process

Talent Development and Acceleration Services Logic Model



District norms will be created by using all three batteries of the CogAT7 to assess students individual strengths. All of the districts students raw scores in each category will be rank ordered. The top 10% from each category will be identified as gifted. This approach allows for both the asynchronies of many gifted learners and possible variables in learning styles that may be related to culture and ethnicity.

Building norms will be created for each building. The building norms allow for each individual school to recognize the top 10% of their student population. Building norms will be developed by rank ordering the CogAT7's Standard Age Score (derived score) and identifying the top 10%.

Impact of CogAT7 2012-2013

	District Totals	Percentages
Identified for acceleration services (6,510 students tested across all grades)	1278	20%
Verbal battery total identified (all grades)	324	25%
Kindergarten	170	
Second Grade	104	
Quantitative battery total identified (all grades)	394	31%
Kindergarten	146	
Second Grade	138	
Nonverbal battery total identified (all grades)	558	44%
Kindergarten	334	
Second Grade	143	
718 students identified for acceleration services that would not have been identified using NNAT2		



Conclusions regarding CogAT7 Results

- The results of the CogAT7 gave SPPS staff a wealth of data for each student with a completed profile.
- Families received information from this assessment that can allow them to partner more closely in their child's learning process.
- While the racial demographic outcomes did not vary greatly from our NNAT results in the nonverbal portion, students whose strengths lay in the quantitative and verbal areas were also identified for acceleration services

Challenges during First Administration of CogAT7

- Longer amount of testing time needed (90 minutes to two hours or more) requiring schools to use additional resources (i.e. Staff, not G/T specialist)
- Very challenging for kindergarten students to stay focused/engaged
- More training necessary for teachers or those who administer the assessment for the first time
- Inconsistent use of testing practices and materials
- Administering the CogAT7 with fidelity



TDAS: Goals for the Future

- Support the alignment of accelerated services district-wide to provide foundational offerings with fidelity for all students
- Continue to use multiple measurements to illustrate and enhance students' talents and gifts through the talent development model
- Encourage use of ability profiles during PLC meetings to inform differentiation needs for students
- Address concerns raised around administration of CogAT7
- Provide CogAT7 directions for students in Hmong, Somali, Karen and Spanish



TDAS: Goals for the Future (continued)

- Expand the technology scholars and student mentoring pilot programs to assist more students of color in their successful completion of advanced courses
- Deepen Elementary and Middle schools opportunity pathways to increase student preparation for honor and rigorous courses
- Engage communities in the development of culturally relevant practices to enhance students academic success
- Evaluate the use and impact of CogAT7 after second and third years of implementation
- Continue the quest for equity and excellence through increased access and ongoing review of systemic practices

Profile of English Learners in Saint Paul Public Schools

Report Prepared by

Departments of Multilingual Learners
Research, Evaluation and Assessment

April 2013

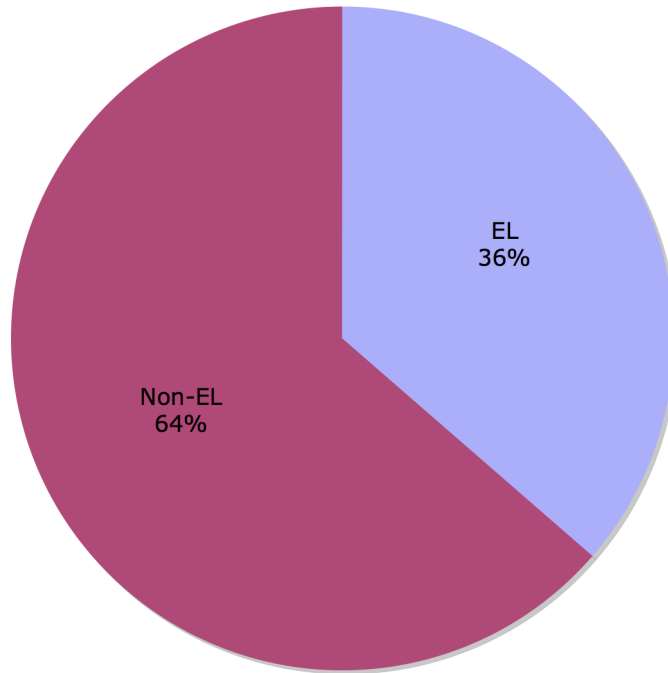


English Learners (EL) Definition

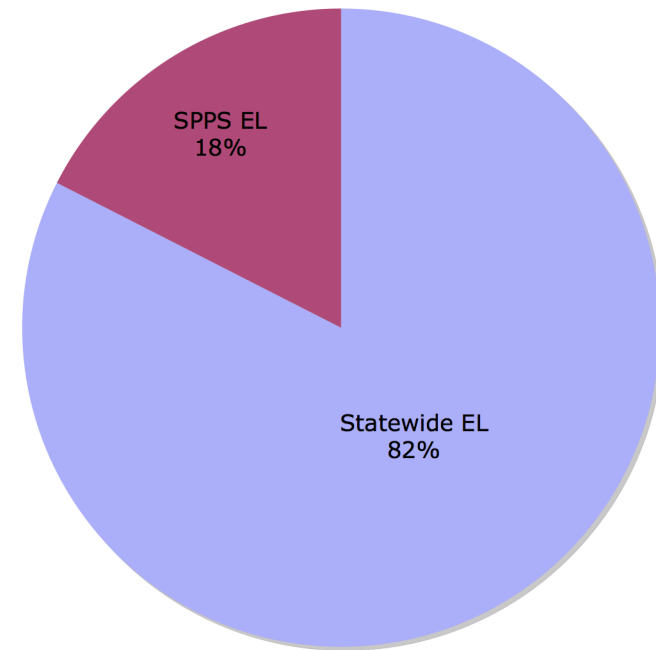
- Identifying EL students
 - Students whose home language is not English.
 - These students are assessed with W-APT and meet criteria for EL services.
- Exiting EL students
 - EL students who scored proficient in ACCESS, MCA Reading, or GRAD.
- SPPS identification for EL services is not limited to those eligible for EL funding.



**SPPS EL As A Percent of Total Population FY12
(October 1, 2011)**

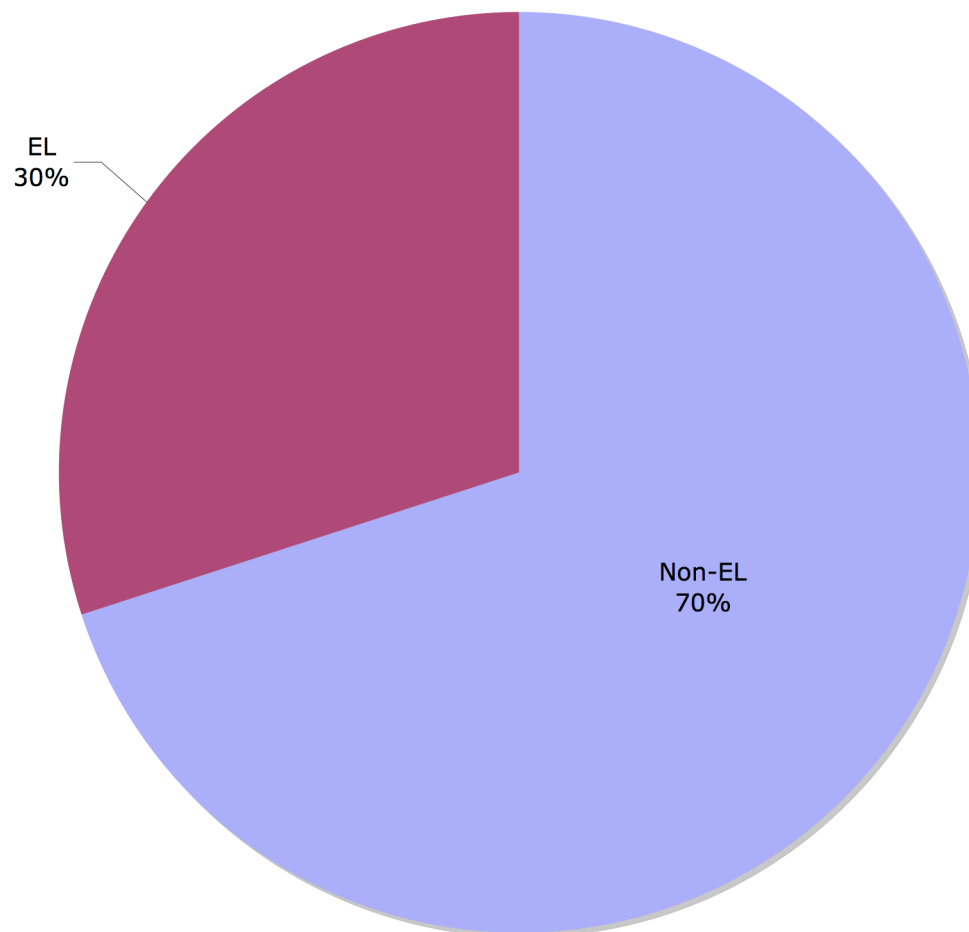


**SPPS ELL Composition in Minnesota FY12
(October 1, 2011)**

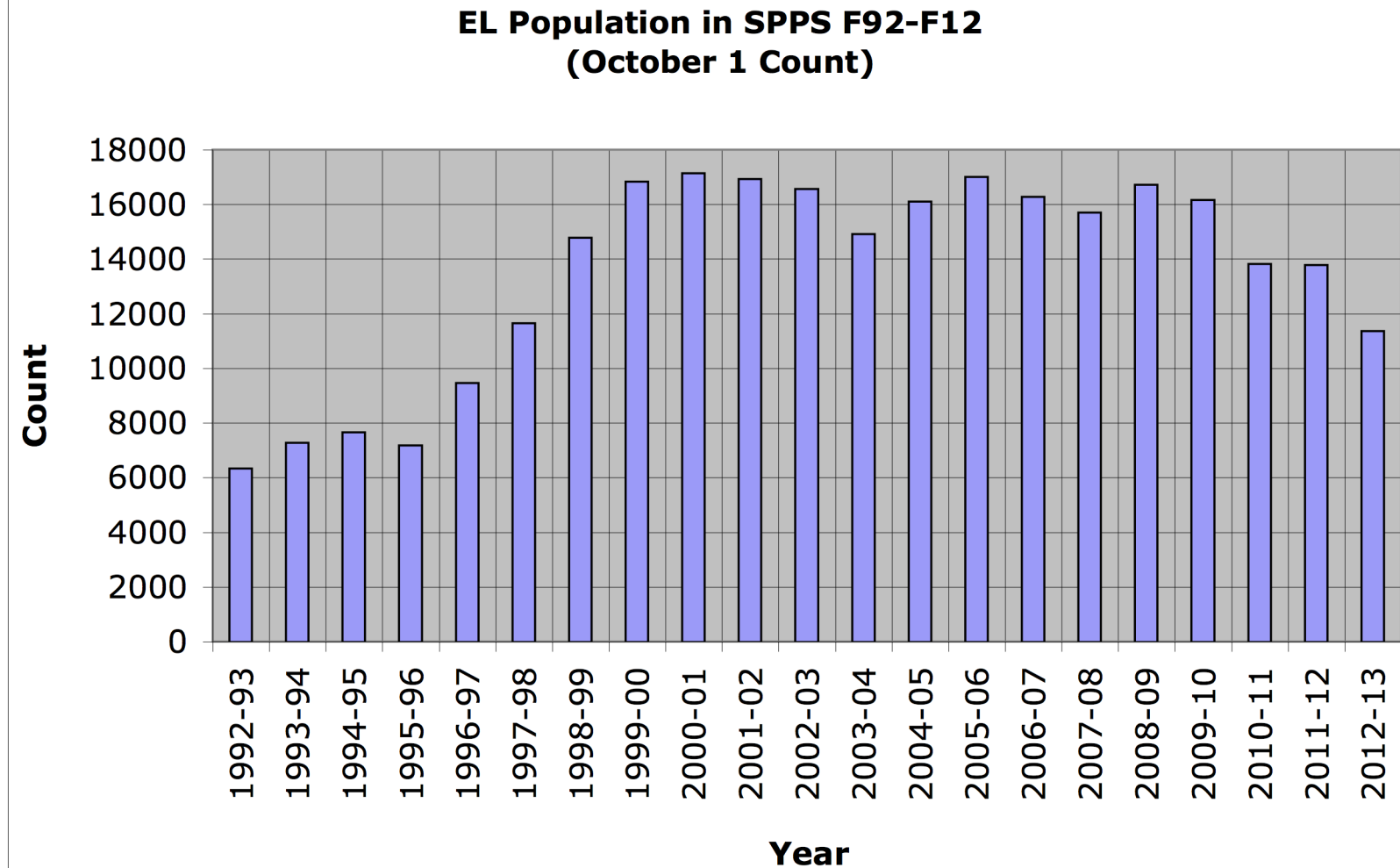


- 36% of SPPS students are EL
- SPPS accounts for 18% of the entire EL population in Minnesota

SPPS EL Population As A Percent of Total Population Fall 2012 (October 1, 2012)

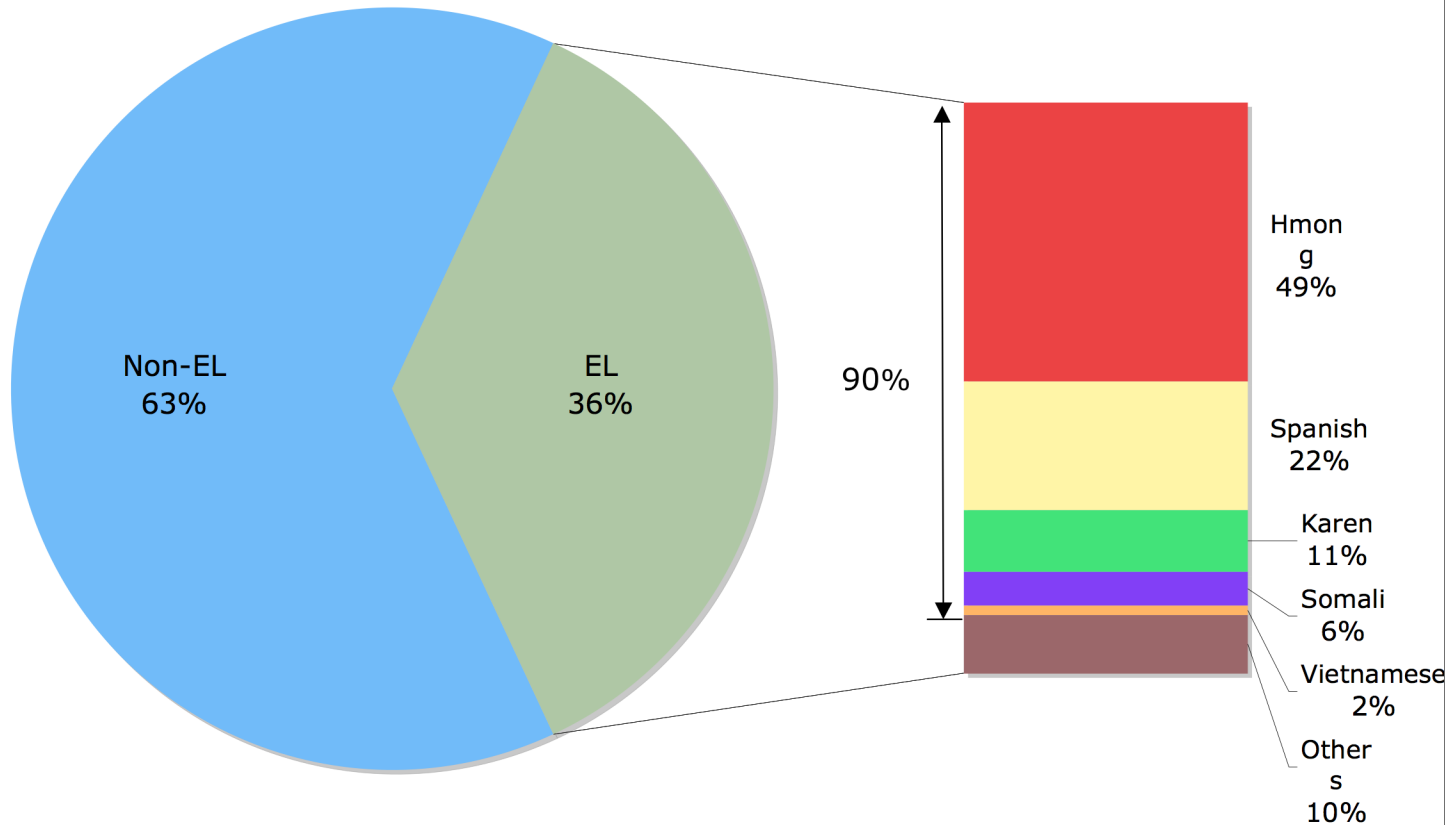


- This year, the EL population dropped to 30%
 - This is largely due to a change in exit criteria



- SPPS saw a large increase in its EL population in the late 1990's due to a better identification process.
- The last three years SPPS experienced a decrease in the number of EL students it served.
- In later slides we will see how that has changed.

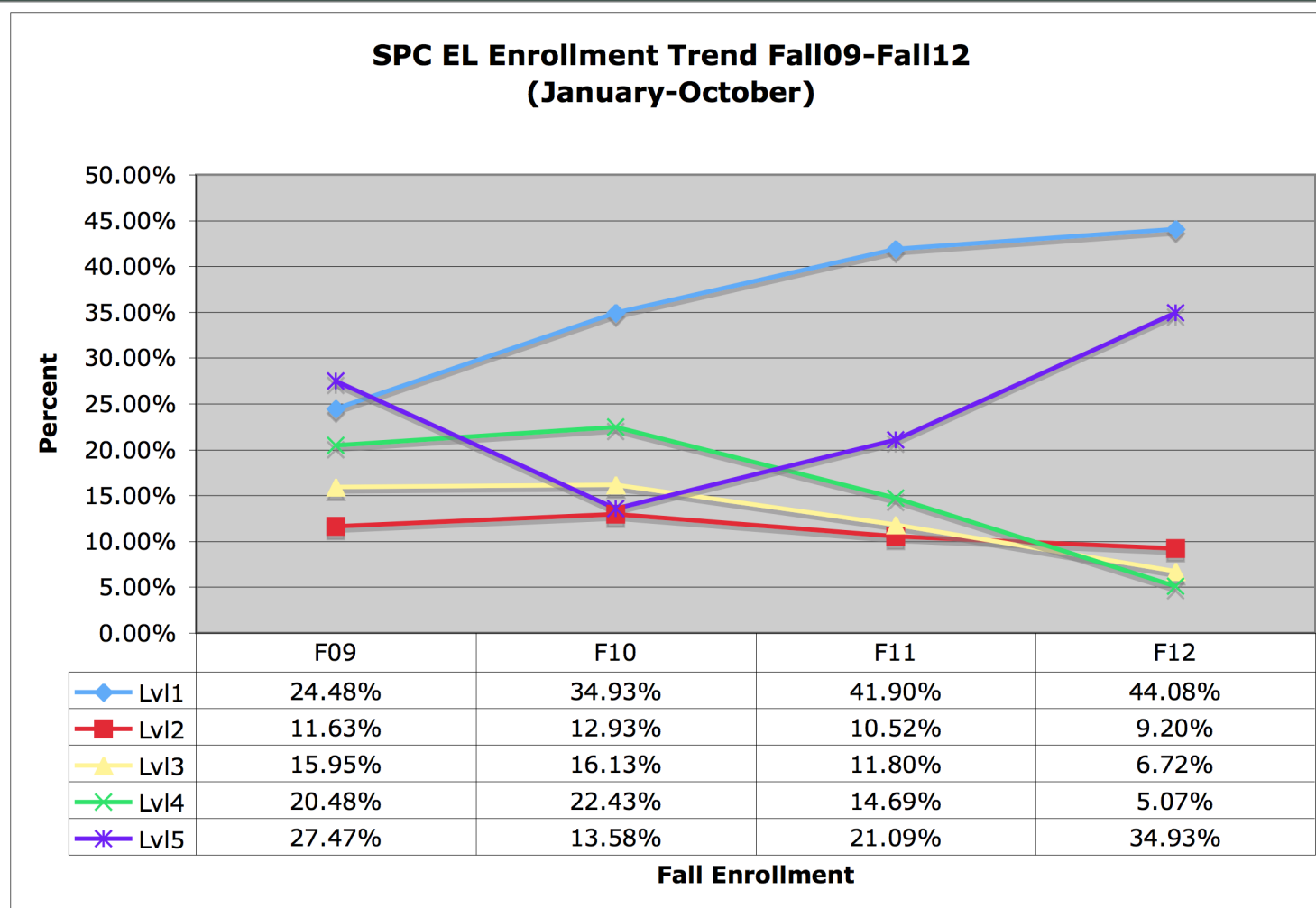
SPPS EL and Home Language Composition FY12



- 130 languages are spoken by SPPS students. However, the 5 most common languages are spoken by 90% of the EL students.
- Hmong continues to be the most common primary language spoken in the homes of SPPS EL students.
- Spanish, Karen, Somali and Vietnamese are the next 4 most common languages spoken by EL students.

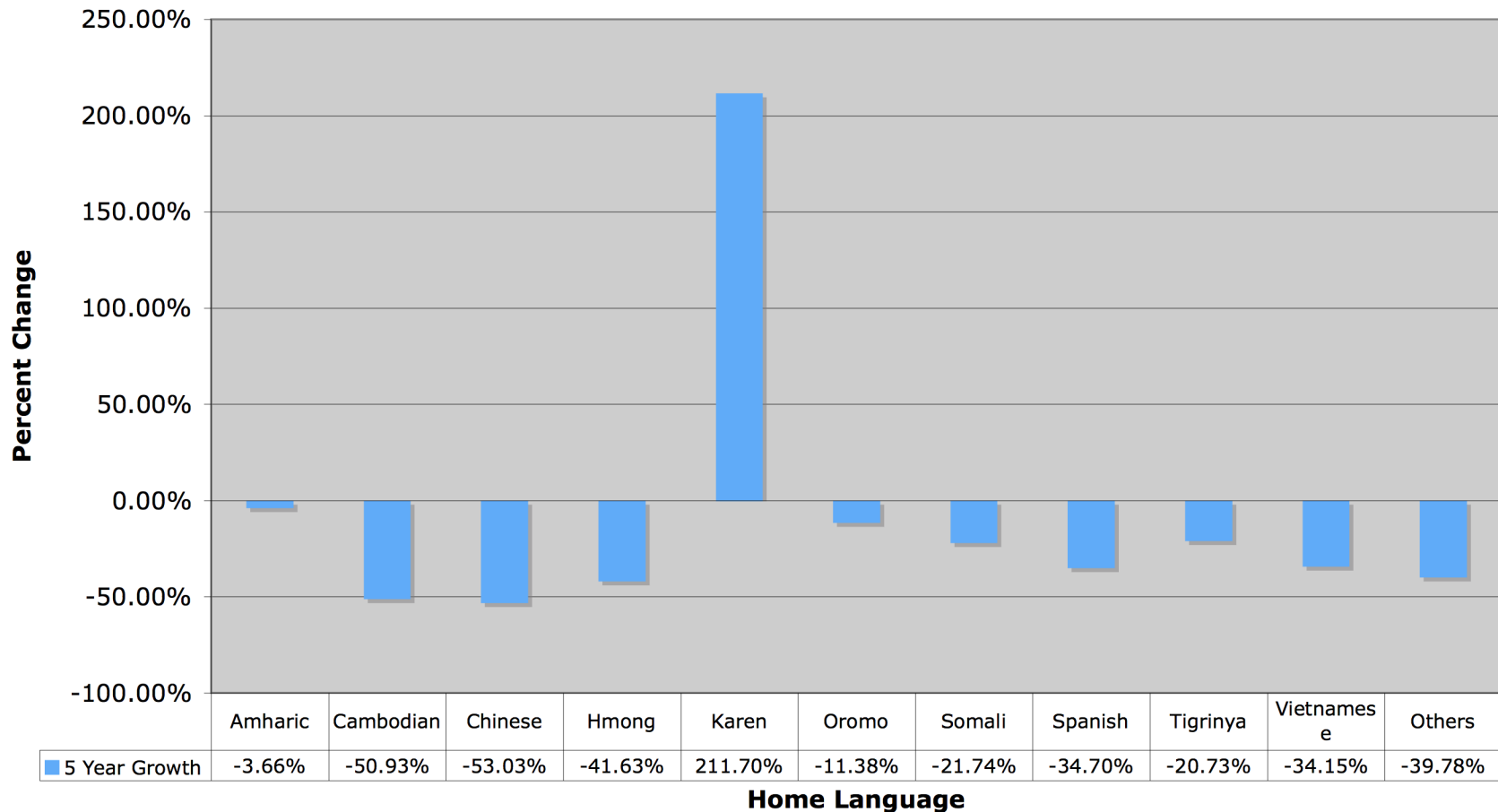
EL Level Definition (WIDA Consortium)

5 - Bridging	- specialized or technical language of the content areas - a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports - oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material
4 - Expanding	- specific and some technical language of the content areas - a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs - oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 - Developing	- general and some specific language of the content areas - expanded sentences in oral interaction or written paragraphs - oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 - Beginning	- general language related to the content areas - phrases or short sentences - oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 - Entering	- pictorial or graphic representation of the language of the content areas - words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support - oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statement with sensory, graphic or interactive support

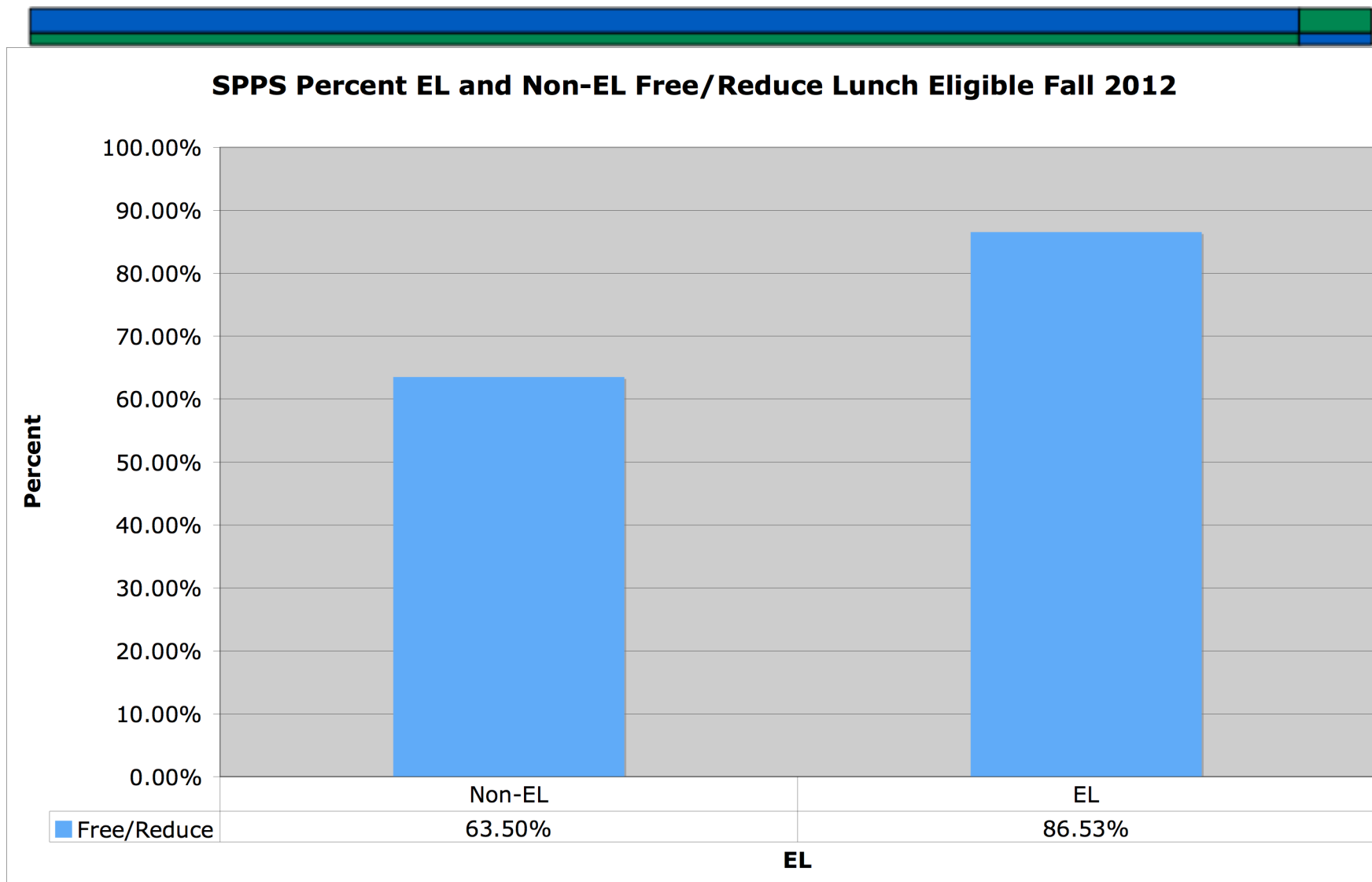


- Over the last 4 years SPPS has seen a dramatic increase in the percent of students receiving level 1 and 5 services.
 - The spike in level one is due to the closing of the Karen refugee camps in Thailand.
 - The spike in level five is due to including years in the US schools in the level calculation so that students who have been here longer will not be placed in lower levels (e.g. students who have been in US schools more than 3 years cannot be placed in level 1)

SPPS EL Home Language Growth from 2008-12

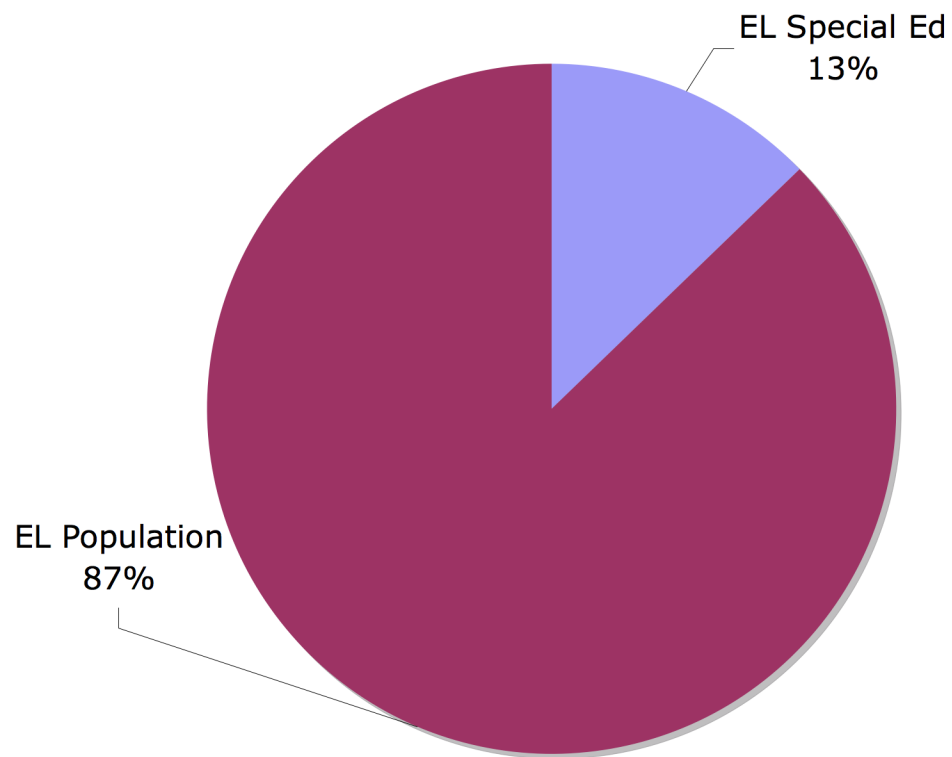


- The percent of EL students that are Karen has gone up 211% since 2008.
 - This is due to the closing of the refugee camps in Thailand
- The percent of EL students speaking other languages has decreased over the last 5 years.



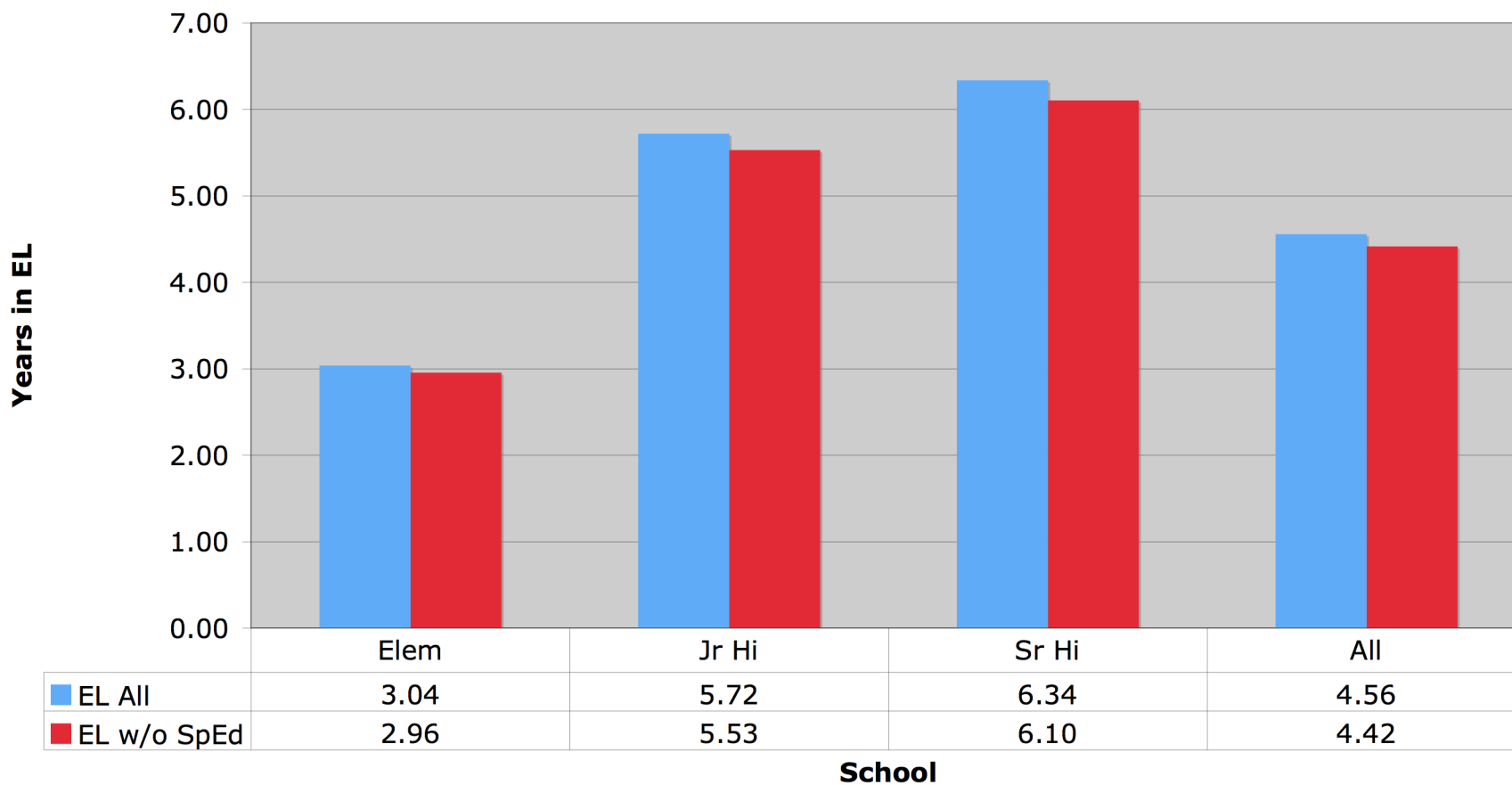
- Approximately 87% of EL students are eligible for Free or Reduced Price Lunch.
- EL students are highly likely to come from low income families.

**SPPS EL Special Ed As A Percent of EL Population
(November 2012)**

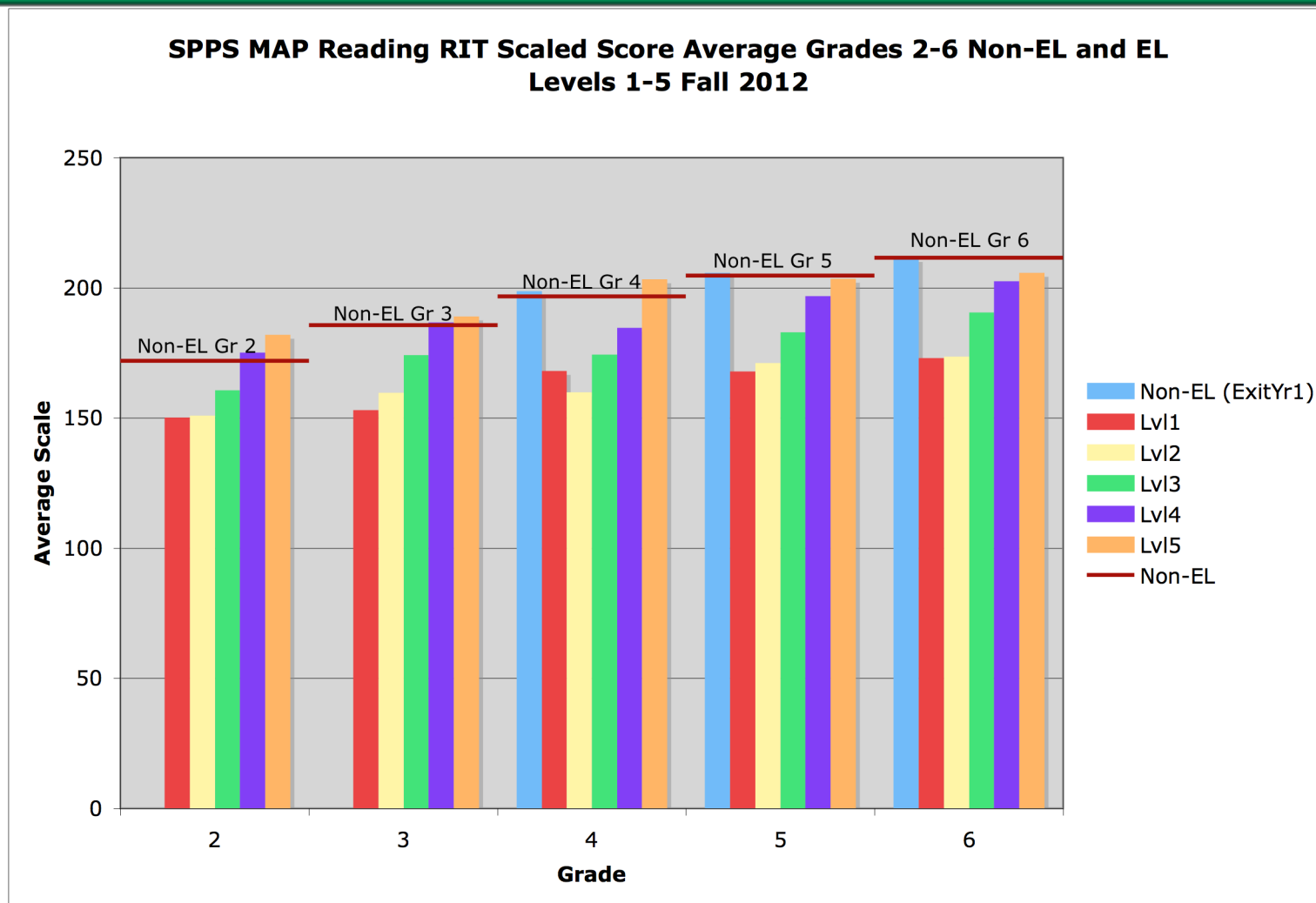


- 13% of the EL population receives Special Ed services
 - The most common disability codes for EL students are LD and Speech/Language which make up 60% of EL students who are also Special Ed.
- This is lower than the SPPS placement rate of 20% for all students.

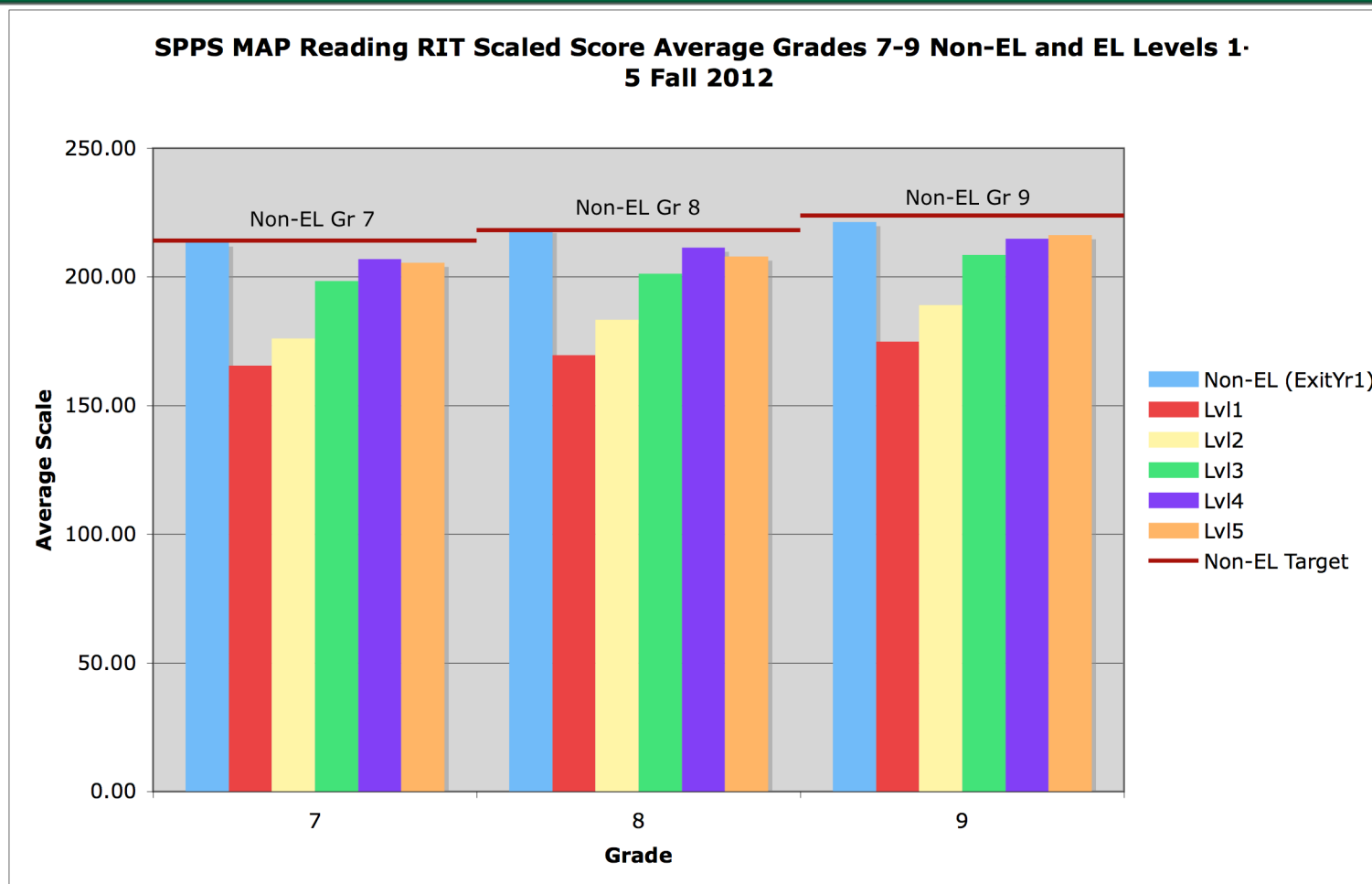
SPPS Average Years Eligible for EL Services by School Group and Special Ed EL Fall 2012



- The number of years participating in EL services increases with age as older students require longer time to acquire academic English language proficiency.

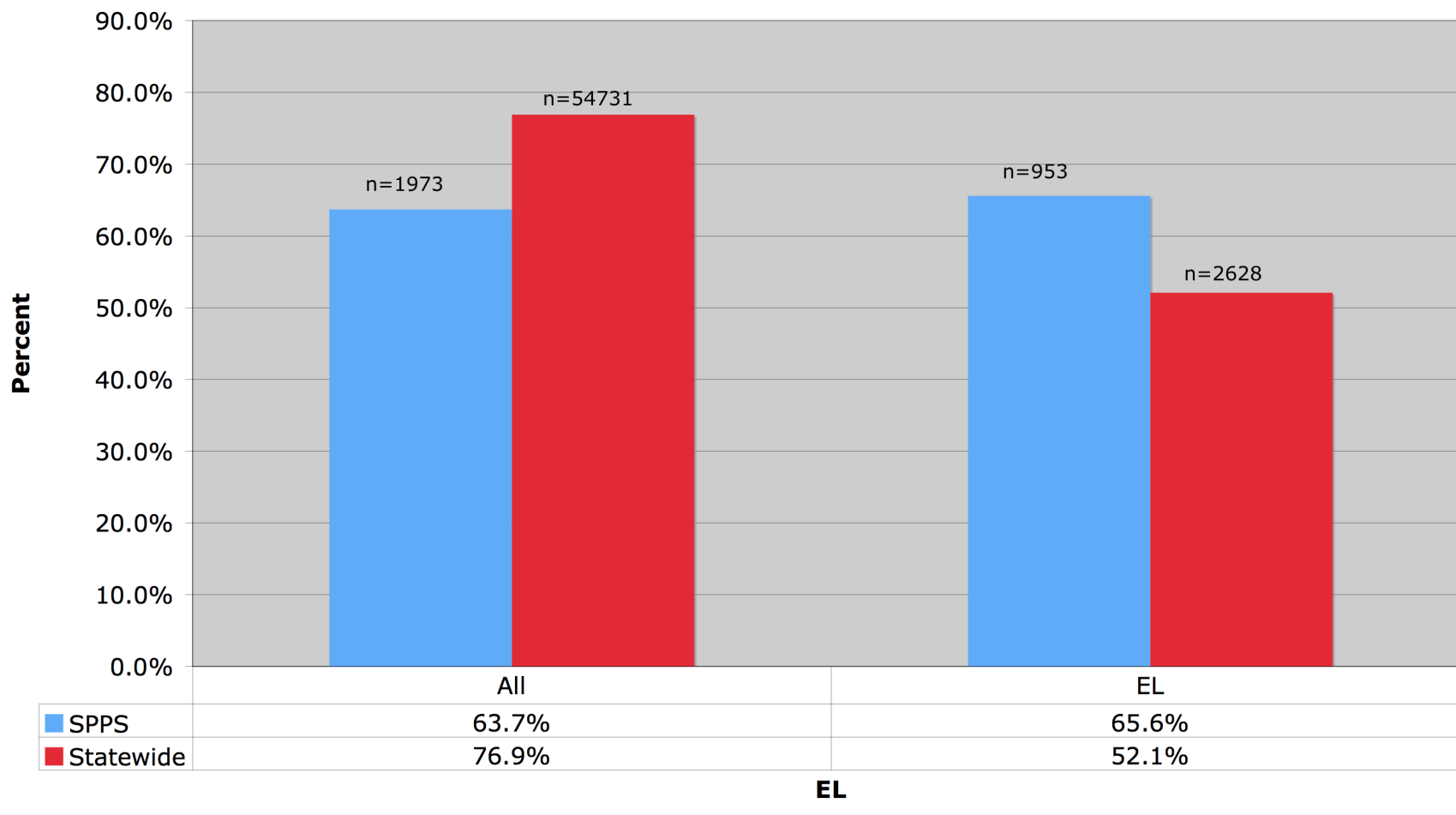


- In nearly all grades we see increase in results as the level increases.
 - This suggests that students are being correctly placed in levels **and** teachers with help from EL staff are differentiating to meet the needs of the students
- This clearly shows that as EL students approach level 5 they are either catching up with or exceeding non-EL students.
- After one year of exiting the EL program exited students are on par with their non-EL peers.

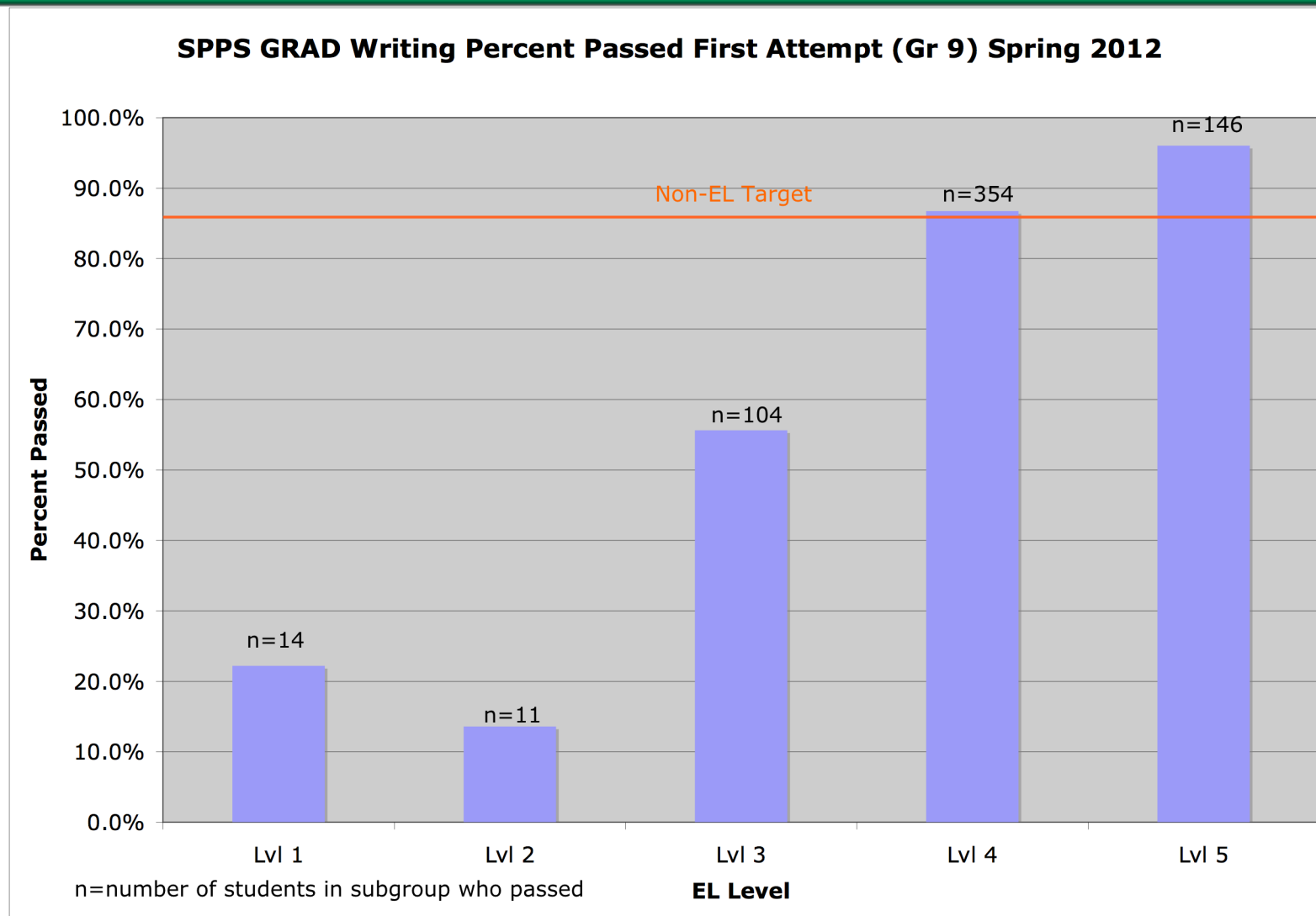


- Older EL students take longer to achieve grade level mastery.
 - This is demonstrated in the MAP Reading RIT.
- After one year of exiting the EL program, exited students in grades 7 and 8 are on par with their non-EL peers.
- Grade 9 exited EL students are very close to their non-EL peers.

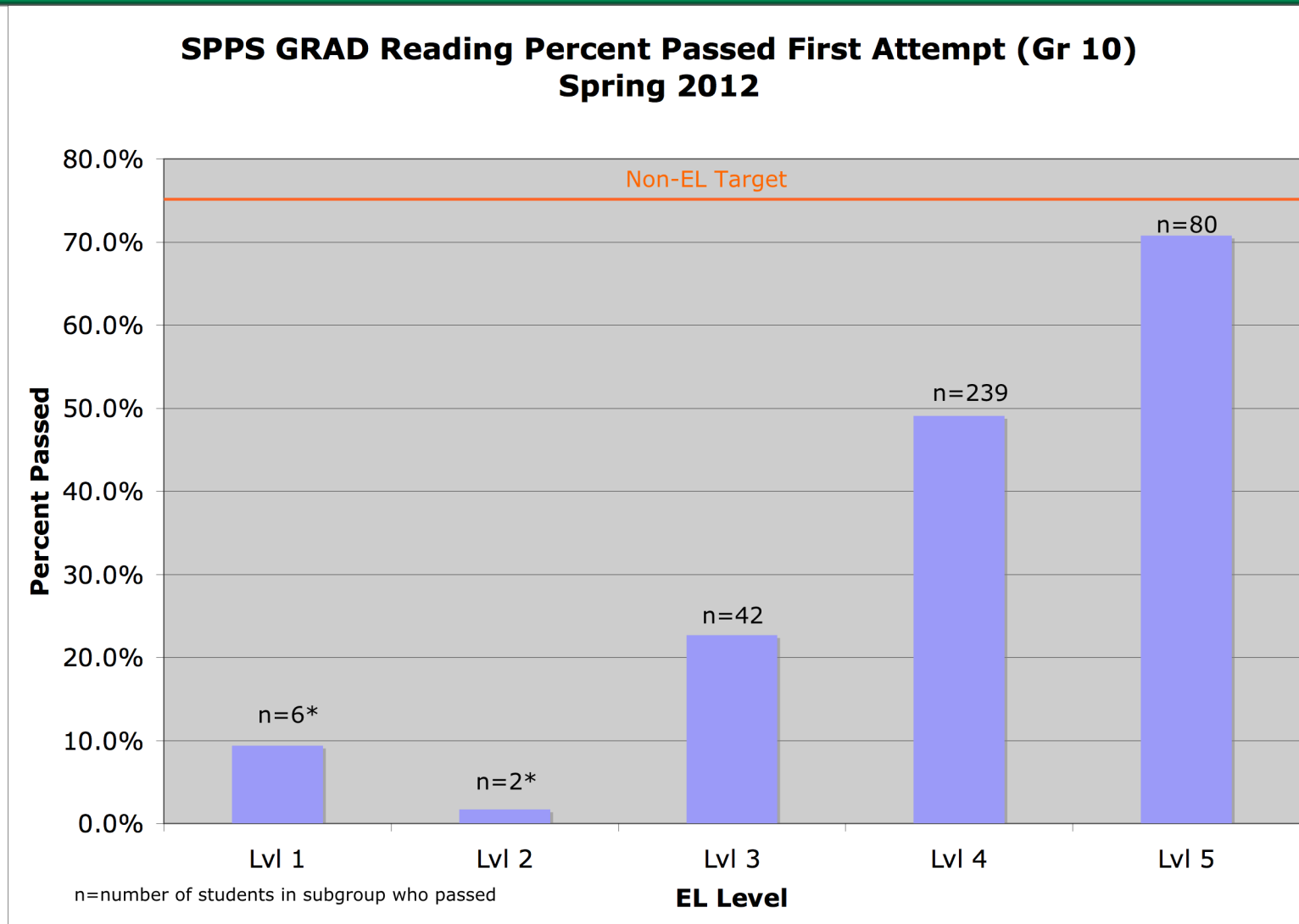
4-Year Graduation Rate EL and Non-EL Comparison FY11



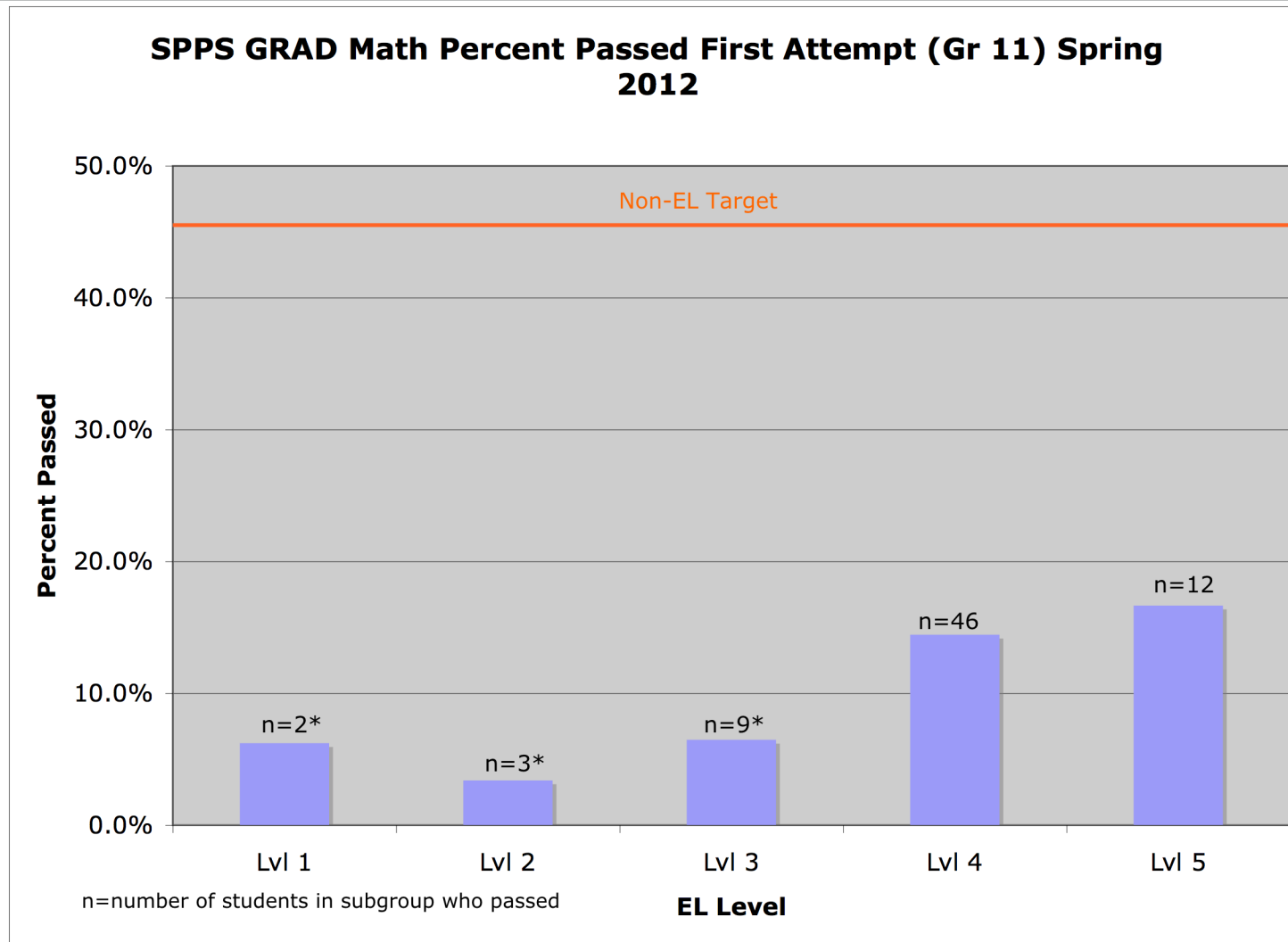
- The EL graduation rate for SPPS students is 13 points higher than the state EL graduation rate.
- The SPPS EL graduation rate is slightly higher than the total SPPS rate.



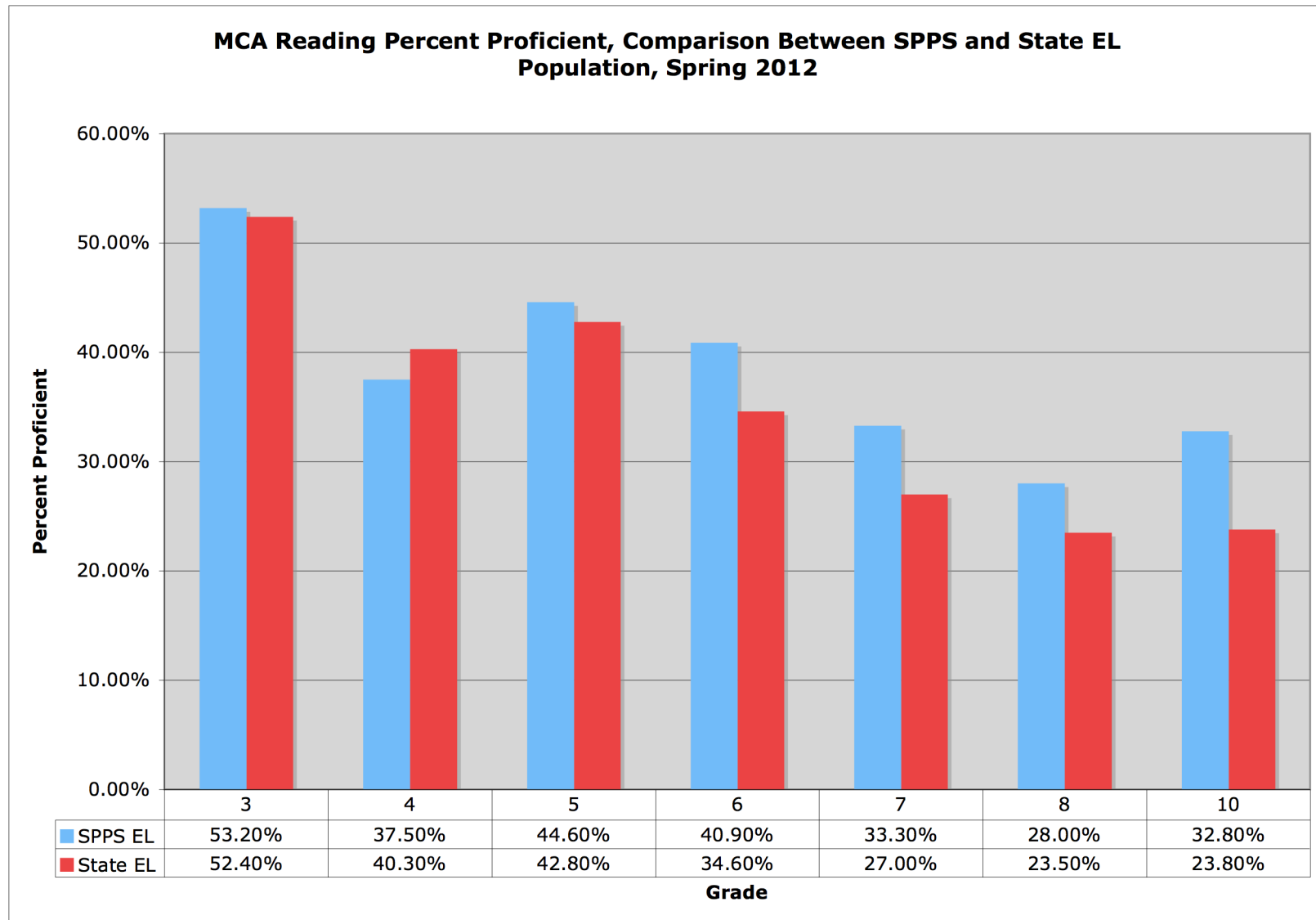
- Level 4 and 5 EL students are passing the GRAD writing test at a higher rate than Non-EL students.
 - EL students are progressing and moving out of EL services.
- A surprising number of level 1 and 2 students pass the GRAD writing test



- Level 4 and 5 students are passing the GRAD Reading at a higher rate than level 1-3 students.

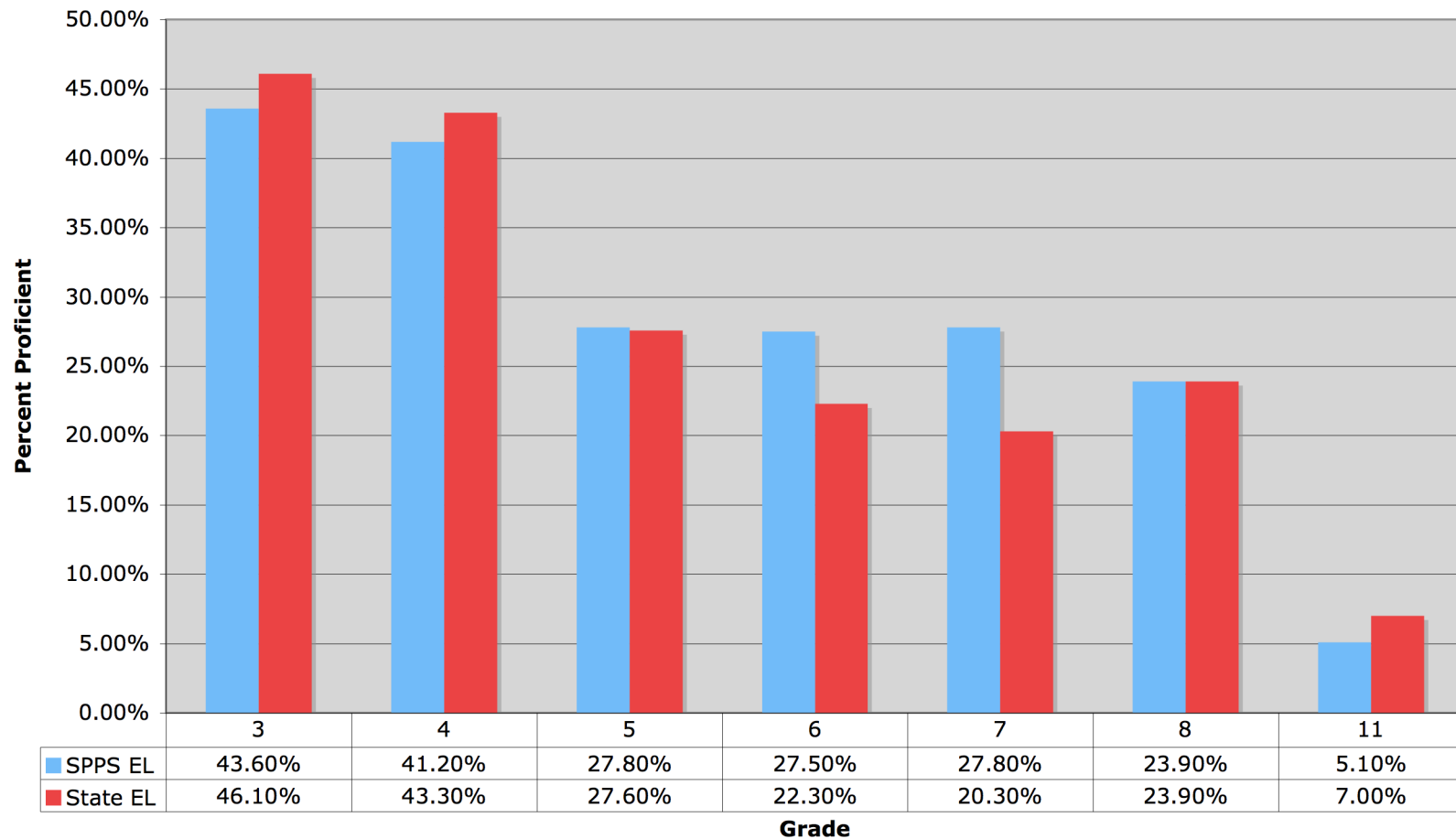


- EL students have very low pass rates on the GRAD math test.
 - Level 4 and 5 students pass the test at higher rates than lower level students.
 - The EL support for level 1-3 EL students is focused on language acquisition.



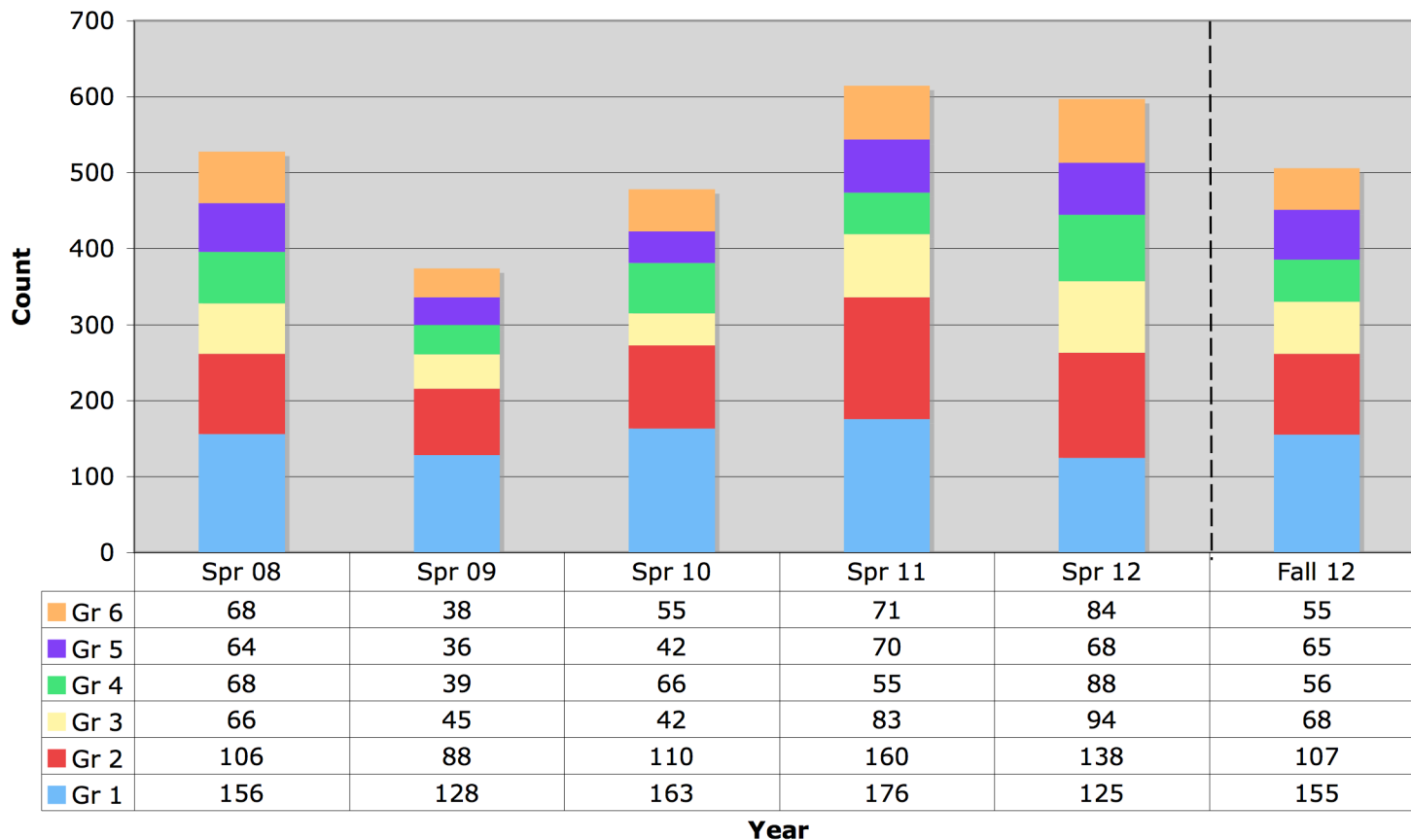
- In nearly every grade SPPS EL students outperform state EL students on the MCA Reading.
- The gap between the state and SPPS increases in the higher grades.

MCA Math Percent Proficient, Comparison Between SPPS and State EL Population, Spring 2012



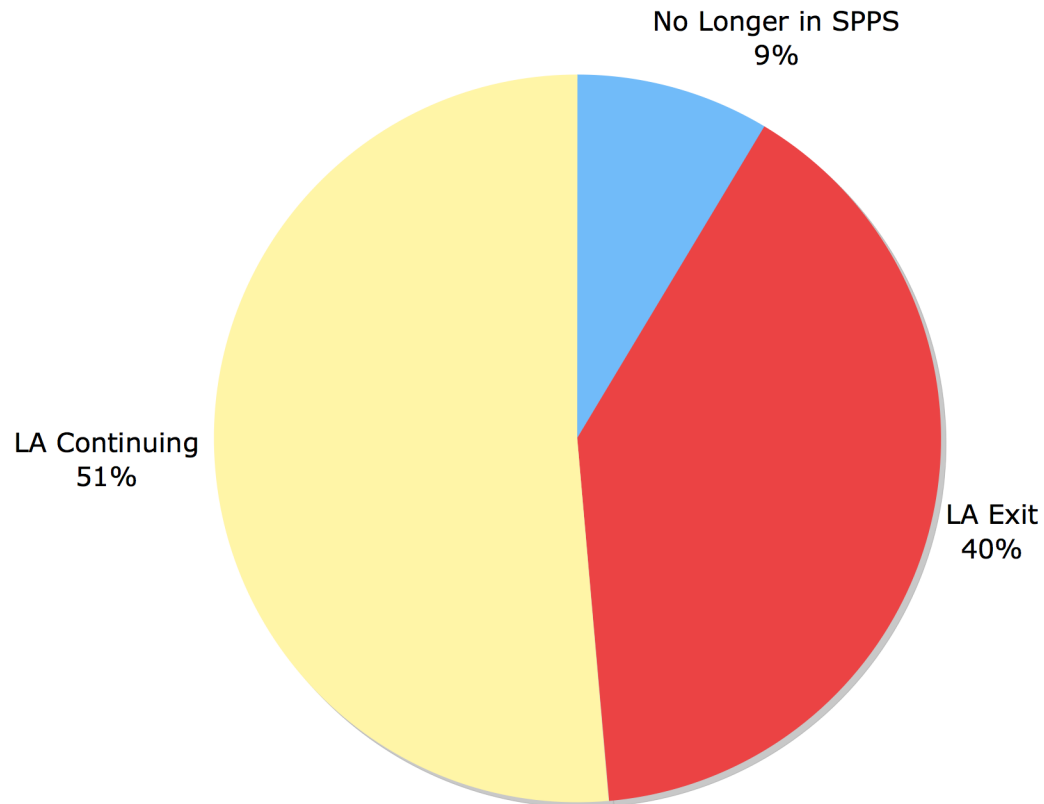
- In grades 5-8, SPPS EL students are either equal or exceed the state EL performance.
- Math performance decreases as the grade level increases.
- In grades 6 and 7, the performance of SPPS EL students exceeds the performance of the state EL population.

SPPS Language Academy Gr 1-6, Enrollment Trend Spr 08-Fall12



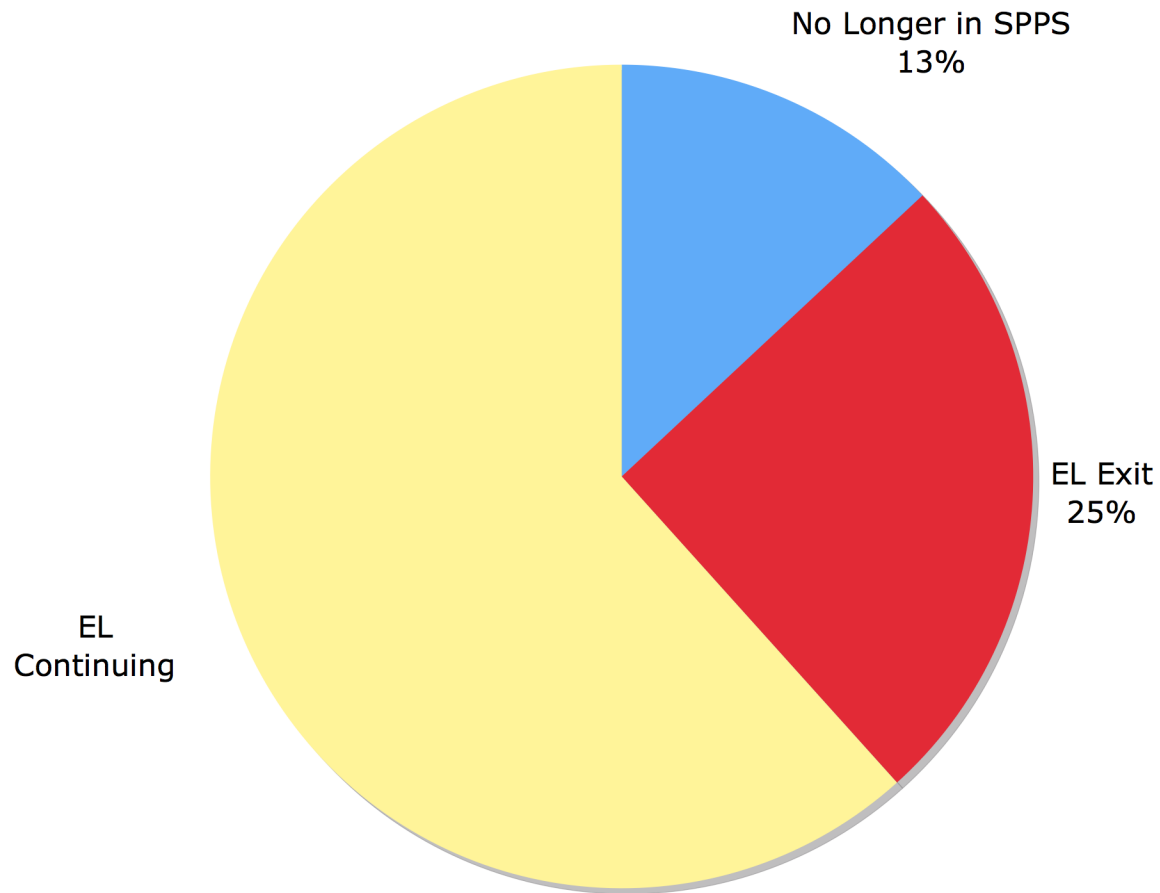
- Currently, a majority of LA enrollment are in grades 1 and 2.
- The numbers for this year (Fall 2012) are from fall enrollment (not a full year).
 - The number of students will increase by Spring 2013.

SPPS Gr 1-6 (Spring 2012), Language Academy Rate of Exit in Fall 2012



- SPPS exited 40% of LA students in the Fall of 2012 due to test results and the 2 year cap.
 - The majority of LA exited students continue to receive EL services

SPPS EL Rate of Exit in Fall 2012



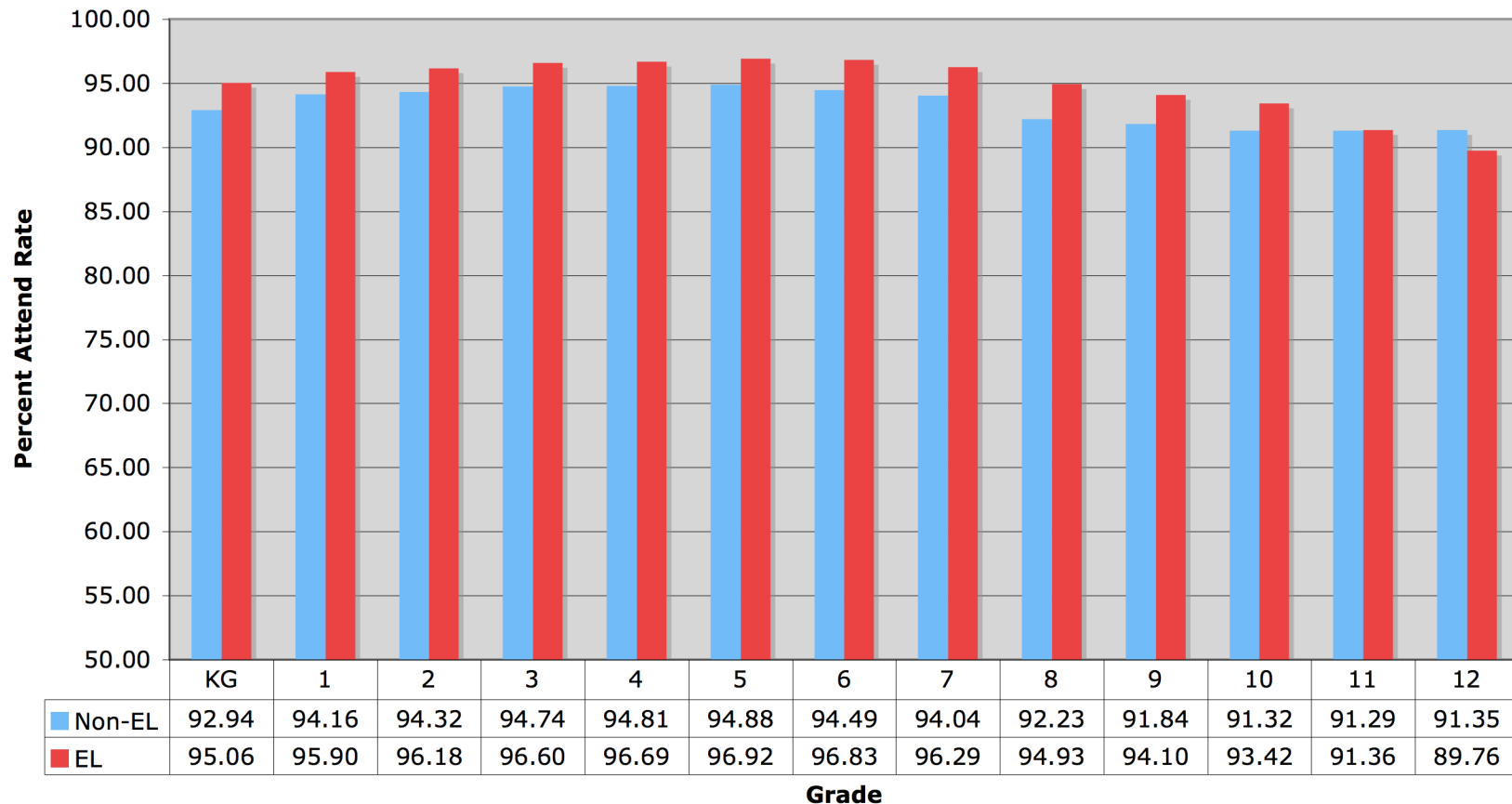
- SPPS exited 25% of its EL students in the Fall of 2012.



Annual Measurable Achievement Objectives (AMAO) Report

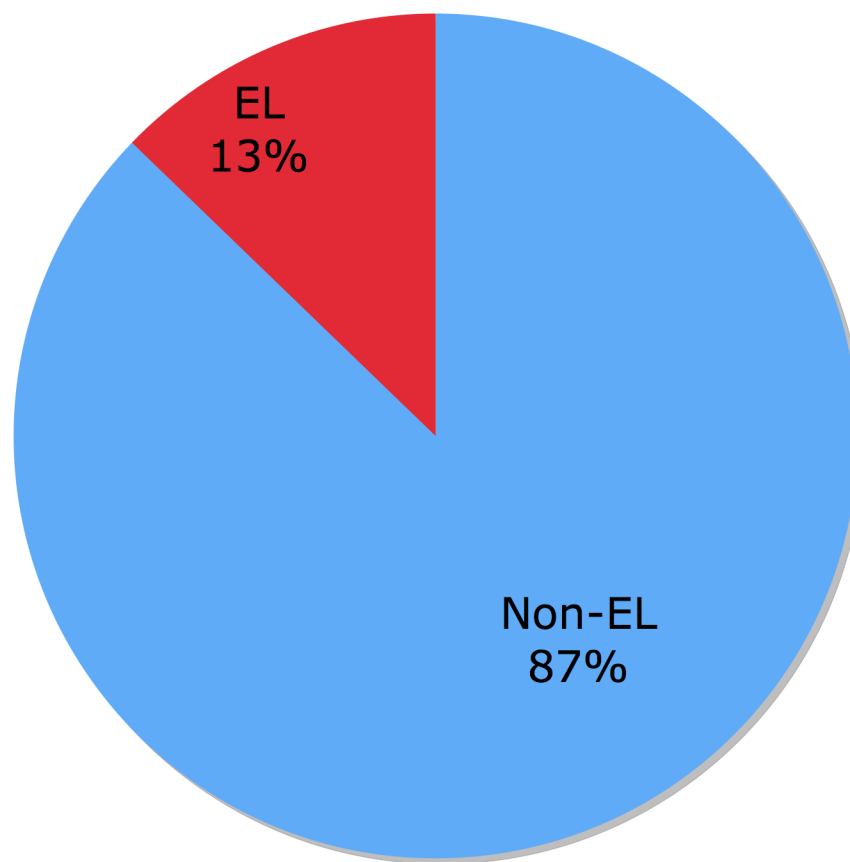
- 3 Objectives
 1. Progress toward English Language Proficiency
 2. Attainment of English Language Proficiency
 3. Academic Achievement and Success (in Reading and Math)
- SPPS made AMAO for FY12
 - This is the first time SPPS made AMAO in 5 years

**SPPS Attendance Rate, Comparison Between EL and Non-EL by Grade Level,
FY12**



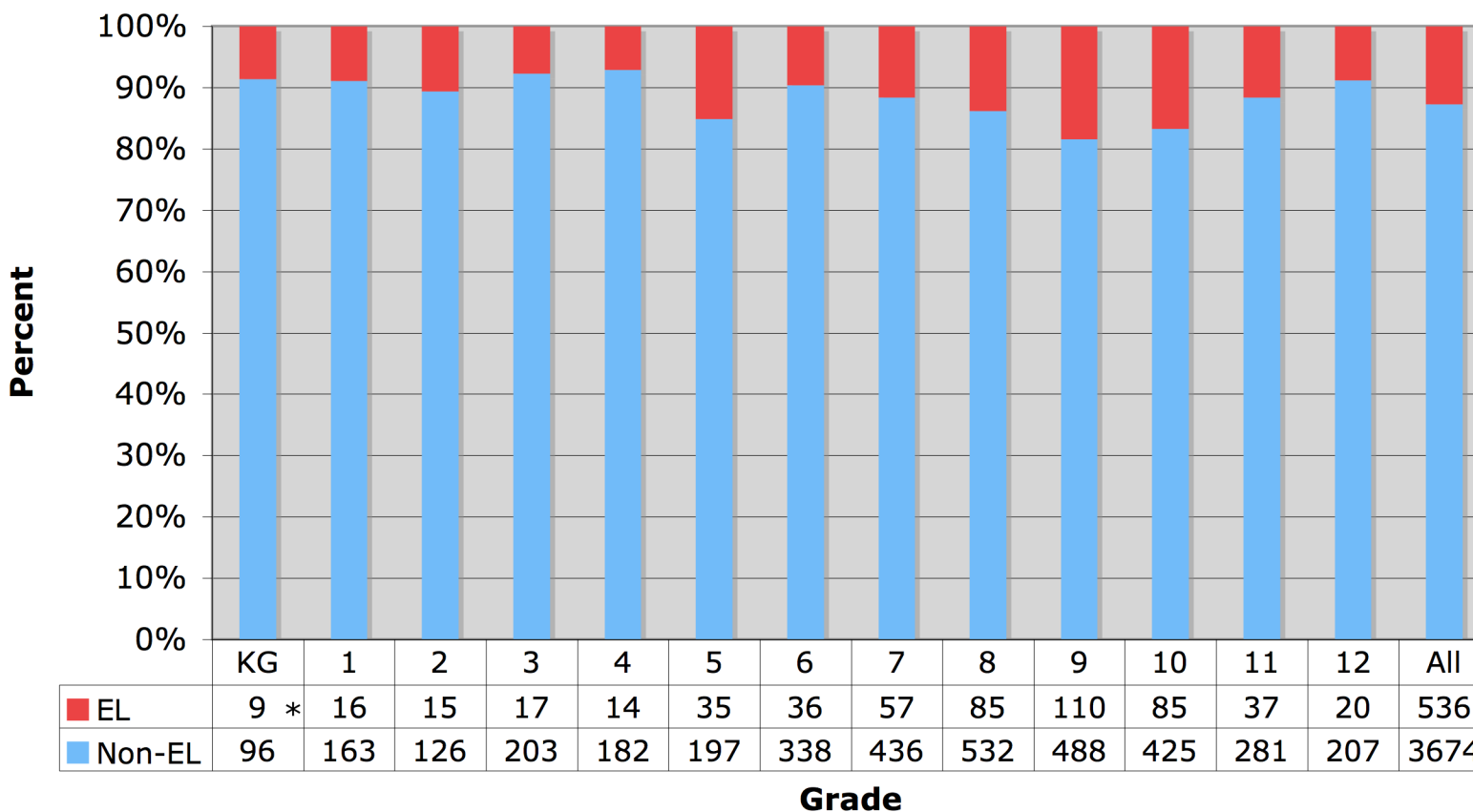
- In all but grade 12, the attendance rate of EL students is higher than or equal to the attendance rate of non-EL students.

The Percent of Suspensions Given to EL and Non-EL Students FY12



- ELs make up 36% of the SPPS population yet only 13% of given suspensions.

The Percent of Suspensions Given to EL and Non-EL Students by Grade FY12



- The highest rates of suspension of EL students are in grades 5, 9 and 10.
- In grades KG, 1, 3, 4 and 12 EL students account for less than 10% of the suspensions in each grade.

Conclusion

- The characteristics and needs of the SPPS EL population are changing.
- The EL picture is nuanced with ranging needs from language acquisition to academic support to special education services.
- SPPS EL students are making the gains needed to be successful academically once they exit EL services.
- On most EL indicators, SPPS EL students are leading statewide EL students.
- There is still work to be done to narrow the gap between EL and non-EL populations.
- The data show the EL program is heading in the right direction.



FY14 General Fund Budget for Schools

“Funding Strong Schools Strong Communities – Year Three”

Marie Schrul

Controller

April 2, 2013



Purpose

To provide overview/information on the FY14 General Fund budget to the COB in preparation of releasing general fund budget allocations to schools.



Agenda



- General Fund FY14 Big Picture
- Fund Balance
- Budget Direction
- Staffing the Schools
- Other Influencing Factors



FY14 General Fund Big Picture - Revenue (Includes \$9.0M Referendum)



Description	FY13	FY14	Change	Percent Change
General Fund Revenue	\$483,711,915	\$494,776,150	\$11,064,235	2.3%



General Fund

Factors Impacting Revenue



Source	Amount (\$M)
Adopted General Fund Revenue	\$483.7
Enrollment Increase (364 PU)	3.8
Loss in Integration Revenue	-7.7
OPEB Levy Reduction	-2.9
New Referendum Increase	9.0
Special Education Revenue Trend	5.6
3rd Party Billing Trend	2.2
Others	1.0
Estimated FY14 Revenue	\$494.7



FY14 General Fund

Big Picture - Expenditure

(Includes \$9.0M Referendum)



Area	FY13	FY14	Change	Percent Change
Schools	\$237,132,479	\$242,766,252	\$5,633,774	2.4%
School Service Support	162,923,621	178,475,029	15,551,408	9.5%
District-wide Support	86,071,657	87,483,446	1,411,789	1.6%
Central Administration	4,484,159	4,212,106	-272,053	-6.1%
Total	\$490,611,916	\$512,936,833	\$22,324,918	4.6%



General Fund

Factors Impacting Expenditure



Description	Amount (\$M)
Adopted FY13 Budget	\$490.6
Add Rollover & Adjustment Cost	7.8
Add New Additional Support for SSSC	5.5
Add New Referendum	9.0
Total Proposed FY14 Budget	\$512.9



Additional Support for SSSC



Description	Amount (\$M)
Cost of Opening New Buildings	\$1.3
Loss of Prep Time	.2
7 Period Day Implementation	4.0
Total Support	\$5.5



General Fund FY14 Fund Balance Recap



Description	Amount (\$M)
Projected Revenue	\$494.7
Projected Expenditure	(512.9)
Projected Use of Fund Balance	(18.2)
Available Unassigned Fund Balance	\$29.6
Percent of Unassigned Fund Balance	5.4%



Fund Balance Explanation



- Fund Balance is a residual, assets over liabilities (think of it as equity).
- Fund balance can be part restricted and part unrestricted.
- Additional revenue will increase fund balance while additional expenditure will decrease it.
- It plays an essential role to mitigate current and future risks.
- Unrestricted balance level is crucial in the long term financial planning.
- Credit agencies monitor unassigned fund balance to determine creditworthiness. They favor increased level of fund balance.
- It is highly recommended by the Government Finance Officers Association (GFOA) to establish a formal fund balance policy.



Fund Balance Explanation – Cont.



- SPPS Board policy sets unassigned fund balance at 5% of GF expenditure.
- GFOA recommends minimum of 2 months of regular operating expense. This translates to \$85.6M, or 16.6% of GF.



Budget Direction/Impacts



- Racial equity lens applied to budget process. Embedded in staffing criteria
- FY14 budget focuses foremost on funding to implement SSSC
- Additional support to schools
- Embedded Professional Development (PD)
- Enhanced staffing in certain areas
- Additional money for SSSC initiatives



Staffing the Schools

Year 3 Funding for SSSC



SSSC Class Size Range



Grade	Target Ranges	FY14 Projected Average Class Size
Pre-K	20	20
KG – 1	24 - 27	23.9 – 26.5
2 - 3	24 - 28	24.0 – 25.5
4 – 6	26 - 30	25.0 – 28.1
7 – 8	30 - 34	29.5 – 32.2
9 – 12	32 - 35	31.9 – 35.0



FY14 Staffing Criteria



Site Configurations

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

Staffing Categories

- Principal
- Assistant Principal
- Administrative Intern
- Clerk
 - Minimum
 - Additional 10 month
 - Mobility
 - Attendance
- Learning Support
- Intervention Specialist



Other Influencing Factors



- Governor's proposal
- Legislature
- Sequestration
- 3rd quarter projections



FY14 Budget Adoption Proposed Schedule



Date	Description
26FEB	Presentation of Schedule to District leadership
05MAR	Presentation of macro budget picture to Committee of the Board
→ 02APR	FY14 Budget Update II to Committee of the Board
05APR	Distribute school budgets
08APR – 24APR	Presentations to principals, teachers' union, DPAC, community – information will be forthcoming on the schedule
12APR	Distribute tools and worksheet to General Fund programs
25APR	School budgets returned
29APR	General Fund budgets returned
07MAY	FY14 Budget Presentation to Committee of the Board (including Budget Book)
18JUN 02APR13	Budget adopted by Board of Education



Questions?

**Saint Paul Public Schools
BOARD REPRESENTATION AT GRADUATIONS 2013**

DATE/SCHOOL	TIME	LOCATION		
Friday, May 31			GREETINGS & DIPLOMAS	
Bridgeview	10:00 a.m.	Bridge View Gym	Anne Carroll (Tentatively)	
Monday, June 3			GREETINGS	DIPLOMAS
Johnson	5:30 p.m.	Aldrich Arena	Louise Seeba	
Gordon Parks/ AGAPE	5:30 p.m.	Roy Wilkins Auditorium	Keith Hardy	
Harding	8:00 p.m.	Roy Wilkins Auditorium	Elona Street-Stewart	Jean O'Connell
Tuesday, June 4			GREETINGS	DIPLOMAS
Humboldt	5:30 p.m.	Roy Wilkins Auditorium	Jean O'Connell	Mary Doran
Washington Secondary	6:00 p.m.	Washington Tech Great Hall	Anne Carroll	Elona Street-Stewart
Central	8:00 p.m.	Roy Wilkins Auditorium	Mary Doran	Louise Seeba
Wednesday, June 5			GREETINGS	and/or DIPLOMAS
Creative Arts	3:00 p.m.	School Site Café	Elona Street-Stewart	
Highland Park	5:30 p.m.	Roy Wilkins Auditorium	John Brodrick	Mary Doran
Open World	6:00 p.m.	School Site Café	Anne Carroll	
Como Park	8:00 p.m.	Roy Wilkins Auditorium	Mary Doran	John Brodrick
Thursday, June 6			GREETINGS & DIPLOMAS	
LEAP	6:30 p.m.	LEAP (Wilson Gym)	Mary Doran	
Hubbs	7:00 p.m.	Highland Park Senior High	Anne Carroll	

SENIOR RECOGNITION EVENTS			
Fri, May 17	?	Somali, Latino & Karen Seniors Washington Great Hall	
Fri, May 17	6:30 p.m.	African American Seniors DS Event Center 415 Pascal Street North	
Sun, May 19	2:00 p.m.	Celebration of Excellence University of St. Thomas	
Thurs, May 23	?	American Indian Seniors	
Sat, August 24	?	Summer Graduation Ceremony University of St. Thomas	
OTHER JUNIOR & SENIOR HIGH RECOGNITION EVENTS			

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

January 1, 2014
5:45 PM

A G E N D A

- I. **CALL TO ORDER**
- II. **ROLL CALL**
- III. **APPROVAL OF THE ORDER OF THE AGENDA**
 - A. Order of the Consent Agenda
 - B. Order of the Main Agenda
- IV. **APPROVAL OF THE MINUTES**
 - A. Minutes of the Regular Meeting of the Board of Education of ____, 2013
- V. **COMMITTEE REPORTS**
 - A. Committee of the Board Meeting of ____, 2013
- VI. **RECOGNITIONS** (Time Certain 6:30 p.m.)
 - A. Acknowledgement of Good Work Provided by Outstanding District Employees and Departments
 - B. Acknowledgement of Good Work Provided by Outstanding District Schools
 - C. Acknowledgement of Accomplishments of SPPS Students
- VII. **PUBLIC COMMENT** (Time Certain 7:00 p.m.)
- VIII. **SUPERINTENDENT'S REPORT**
 - A. Human Resource Transactions
- IX. **CONSENT AGENDA**

The Consent Agenda Items below fall under one or more of the following Strategic Plan Goals: 1) Achievement, 2) Alignment and 3) Sustainability.

 - A. Gifts
 - B. Grants
 - C. Contracts
 - D. Agreements
 - E. Administrative Items
 - 1. Recommendations for Exclusion of Students in Non-Compliance with Minnesota Statute 123.70 Health Standards: Immunizations
 - 2. Monthly Operating Authority
 - F. Bids
- X. **OLD BUSINESS**
- XI. **NEW BUSINESS**
- XII. **BOARD OF EDUCATION**
 - A. Information Requests & Responses
 - B. Items for Future Agendas
 - C. Board of Education Reports/Communications
- XIII. **FUTURE MEETING SCHEDULE**
 - A. Board of Education Meetings (5:45 unless otherwise noted)
 - B. Committee of the Board Meetings (4:30 unless otherwise noted)
- XIV. **ADJOURNMENT**