# SPPS Achieves

**Each student.** **One community.** **Endless Opportunities.**

STRATEGIC PLAN 2019-2023

## Saint Paul
### PUBLIC SCHOOLS

spps.org/strategicplan

## Our Mission

**Inspire** students to **think critically,** pursue their **dreams** and **change the world.**

## Our Guiding Values

- **ACHIEVEMENT:** Fostering academic success by taking action to increase student achievement through challenging and collaborative learning.

- **COMMUNICATION:** Engaging with sincerity and honesty by using language that can be understood by all.

- **CONTINUOUS IMPROVEMENT:** Pursuing excellence by identifying and strengthening what is working well and being flexible to change what is not.

- **COLLABORATION:** Working together in a respectful manner that values and honors families, staff, students and the community.

- **ACCOUNTABILITY:** Holding ourselves to high standards for the outcomes of student achievement and operational, instructional and fiscal performance.

- **INCLUSIVE CULTURE:** Embracing each individual's culture, race, ethnicity, ability and identity.

# A Message from Superintendent Joe Gothard

Dear Saint Paul Public Schools Community,

I am pleased to present the Saint Paul Public Schools (SPPS) strategic plan, SPPS Achieves. This important work sets goals for student achievement, guides decision-making and focuses our efforts on long-term outcomes.

Over the last year I have met with parents, students, teachers, staff and community members to understand what makes SPPS great and learn where we can improve. Many of those conversations identified similar themes – concern about growing achievement gaps between student groups; the need for culturally relevant instruction; the reality of increasing costs and shrinking resources; the opportunities for students to plan for college and career; and the desire for increased family and community engagement.

The SPPS Achieves Strategic Plan now provides a focus for this work. We will prioritize resources to help make an impact on student learning. And, we will support our staff in the most meaningful way possible to contribute to the improvement of long-term student outcomes.

Our schools, staff, neighborhoods and communities all play an important part in student success at every age. I hope you will take an active role in this strategic plan. Join us in making the SPPS Achieves Strategic Plan come alive in our schools and community.

Thank you for your continued support and involvement with Saint Paul Public Schools.

In partnership,

Joe Gothard
Superintendent

**Board of Education**

Zuki Ellis
Steve Marchese • Jeanelle Foster • Jon Schumacher
John Brodrick • Mary Vanderwert
Marny Xiong

## What's Inside

**Saint Paul**
**PUBLIC SCHOOLS**

# Strategic Plan Development Timeline

| Analysis | Development | Planning |
|---|---|---|
| **Dec. 2017 - Feb. 2018** | **Feb. 2018 - June 2018** | **June 2018 - Dec. 2018** |
| • Review past surveys, reports and data<br><br>• Create community input opportunities through surveys and meetings<br><br>• Present findings to district leaders and the Board of Education | • Develop proposed long-term outcomes and strategic work areas for review and revision<br><br>• Hold community input sessions<br><br>• Present final long-term outcomes and strategic work areas<br><br>• Determine strategic initiatives | • Develop strategic initiative action plans (Phase 1)<br><br>• Develop metrics for monitoring implementation and progress toward long-term student outcomes<br><br>• Share strategic plan report with the SPPS community (Phase 1) |

# Stakeholder Engagement

## Engagement During the Planning Process

The strategic planning process began by looking at past surveys, community feedback, reports and student data. The information was used to develop an initial framework for a strategic plan. Over 700 community members provided valuable feedback on the plan, which led to several changes to the initial framework. Then, strategic initiatives were created under each focus area, which defined the work we must do to make a difference in student learning and achievement. Each initiative includes an action plan with stakeholder engagement throughout implementation.

## Ongoing Engagement

Implementation teams will use engagement strategies that best reach the stakeholders they need to inform their plan. SPPS is committed to working with stakeholders in two primary ways:

**Variable engagement strategies** include both in-person and online engagement in order to inform, consult with and involve stakeholders throughout the implementation of the plan. Stakeholders may provide information about their individual experiences, test new tools or make recommendations.

**Fixed engagement strategies** include regularly scheduled engagement opportunities and a process for using and evaluating the feedback gathered. Stakeholders may review progress, share input and develop tools to ensure transparency of engagement efforts. The Board of Education will also receive an annual update on engagement activities.

# Long-term Student Outcomes

The SPPS Achieves Strategic Plan is shaped through six long-term student outcomes. These are key areas of achievement we want to improve in order to raise the performance of all students.

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| Decrease disparities in achievement based on race, ethnicity, culture and identity | Increase achievement of English Learners | Increase achievement of students receiving special education services | Improve kindergarten readiness | Increase academic growth in reading and math for all students | Prepare all graduates for college, career and life |

# Strategic Focus Areas

Strategic focus areas are what we need to do as a district to bring about positive change in student achievement. The strategic focus areas include:

| Positive School and District Culture | Effective and Culturally Relevant Instruction | Program Evaluation and Resource Allocation | College and Career Paths | Family and Community Engagement |
|---|---|---|---|---|
| Create a shared sense of community to build trust and collaboration within and outside our schools. | Provide instruction in ways that are relevant to each student so they stay engaged and feel valued in the classroom. | Evaluate effectiveness of current programs and make informed adjustments and investments. | Expose students to more college and career opportunities, including the ability to earn college credit, certifications and internships. | Ensure equitable access to families so they can navigate the school system and the wealth of programs it offers. |

# Objectives

Objectives are the decisions made about how to address the strategic focus areas.

# Strategic Initiatives

Strategic initiatives are significant projects that will help make a difference in student learning and achievement. Each initiative includes its own action plan that defines the scope, desired outcomes, deadlines and measurements that define success.

**Phase 1**

This document provides in-depth details for Phase 1 initiatives as noted in the following chart. Unmarked initiatives represent additional work that will happen in the next phase of this five-year strategic plan. **Initiatives selected for Phase 1 implementation were determined based on several factors including:**

- Align with what we are already doing
- Urgency of work
- Resources available
- Staff workload

**For detailed action plans for each strategic initiative (Phase 1), please visit spps.org/strategicplan.**

# SPPS Achieves Strategic Plan

| Long-Term Outcomes | Decrease disparities in achievement based on race, ethnicity, culture and identity | Increase achievement of English Learners |
|---|---|---|

## Strategic Focus Area
### Positive School and District Culture

### Objective 1
Create inclusive school cultures where students are supported to show up as their full selves and thrive as individual learners in a global society

#### Strategic Initiatives
1a. Implement Positive Behavioral Interventions and Supports (PBIS) at every school, integrating social-emotional learning support **(Phase 1)**

1b. Ensure every school and district office is friendly and welcoming*

1c. Expand opportunities for student voice*

### Objective 2
Create a mission-driven culture where staff are supported to thrive and deliver exceptional outcomes

#### Strategic Initiatives
2a. Improve culture by using input from students, staff and families **(Phase 1)**

2b. Improve process for employee talent development*

2c. Recruit and retain more employees who look like our students*

## Strategic Focus Area
### Effective and Culturally Relevant Instruction

### Objective 3
Increase our capacity to meet the instructional needs of each learner

#### Strategic Initiatives
3a. Implement culturally relevant practices within all student learning and programming **(Phase 1)**

3b. Ensure all students have access to a well-rounded education **(Phase 1)**

3c. Establish a formal instructional leadership program*

### Objective 4
Eliminate barriers to learning among a racially, culturally and linguistically diverse population

#### Strategic Initiatives
4a. Identify and restructure systems that reinforce academic disparities among student groups*

## Strategic F
### Program E Resource

### Objec
Start, stop, or sustain their effectiveness ar strategic plan

#### Strategic
5a. Implement a syste program effectivenes

5b. Determine a distr model **(Phase 1)**

5c. Allocate resource

| Increase achievement of students receiving special education services | Improve kindergarten readiness | Increase academic growth in reading and math for all students | Prepare all graduates for college, career and life |
|---|---|---|---|

**Focus Area**
Evaluation/
Allocation

**Strategic Focus Area**
College and Career Paths

**Strategic Focus Area**
Family and
Community Engagement

### ctive 5

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d alignment to the

**Initiatives**

em for assessing
s **(Phase 1)**

ictwide middle school

s more strategically*

### Objective 6

Increase opportunities for students to envision their future, explore careers and prepare for college

**Strategic Initiatives**

6a. Create career-related curriculum and personal learning plans for all PreK-12 students **(Phase 1)**

### Objective 7

Provide career-focused, hands-on opportunities for all middle and high school students.

**Strategic Initiatives**

7a. Strengthen partnerships that provide college credit, industry certification and job experience to secondary students **(Phase 1)**

7b. Expand high-quality instruction in targeted career fields*

### Objective 8

Improve stakeholder engagement in district-level decisions

**Strategic Initiatives**

8a. Identify ways to engage the community in district decisions and initiatives **(Phase 1)**

### Objective 9

Strengthen the value and maximize effective partnerships

**Strategic Initiatives**

9a. Review and revise relationships with external organizations to better meet student needs **(Phase 1)**

### Objective 10

Transform school-family engagement to support student success

**Strategic Initiatives**

10a. Renew schools as hubs that bring together educators, families and community*

10b. Create family and community programs that support students at key points in their personal and academic development*

* Additional work in the next phase of the five-year strategic plan

# Our Strategic Focus
# Positive School and District Culture

## What We Will Do
### (Objective 1)

Create inclusive school cultures where students are supported to show up as their full selves and thrive as individual learners in a global society

## How We Will Do It
### (Strategic Initiative)

**1a: Implement Positive Behavioral Interventions and Supports (PBIS) at every school, integrating social-emotional learning support**

*Positive Behavioral Interventions and Supports (PBIS) is an educational, preventative and restorative approach to behavior that supports academic and social success for all students.*

**We will:**

- Define and standardize culturally relevant PBIS practices and expectations
- Provide resources for staff, such as social-emotional learning programs and restorative practices, that support positive school culture
- Prioritize and integrate PBIS into professional development for staff

### Additional Work in the Next Phase of the Five-Year Strategic Plan
- **Strategic Initiative 1b:** Ensure every school and district office is friendly and welcoming
- **Strategic Initiative 1c:** Expand opportunities for student voice

# Our Strategic Focus
# Positive School and District Culture

## What We Will Do
### (Objective 2)

Create a mission-driven culture where staff are supported to thrive and deliver exceptional outcomes

## How We Will Do It
### (Strategic Initiative)

**2a: Improve culture by using input from students, staff and families**

*Culture is intentionally designed and created through human choice and behavior.*

**We will:**

- Engage with stakeholders to define what positive culture means for SPPS
- Conduct research using tools including surveys and focus groups to identify opportunities to improve school and district culture
- Prioritize and implement improvements identified by the research

### Additional Work in the Next Phase of the Five-Year Strategic Plan

- **Strategic Initiative 2b:** Improve process for employee talent development
- **Strategic Initiative 2c:** Recruit and retain more employees who look like our students

# Our Strategic Focus
## Effective and Culturally Relevant Instruction

## What We Will Do
### (Objective 3)

Increase our capacity to meet the instructional needs of each learner

## How We Will Do It
### (Strategic Initiative)

**3a: Implement culturally relevant practices within all student learning and programming**

*Culturally relevant practices are grounded in creating learning environments in which racial and ethnic identity is valued and contributes to successful academic outcomes.*

**We will:**

- Integrate the Culturally Proficient School Systems design model* with current SPPS equity practices, and use stakeholder input to create a shared understanding of culturally relevant instruction
- Provide resources for educators that support culturally relevant practices
- Prioritize and integrate culturally relevant practices in all staff professional development

* The Culturally Proficient School Systems design model encompasses the use of cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant and effective.

# Our Strategic Focus
# Effective and Culturally Relevant Instruction

## What We Will Do
### (Objective 3)

**Increase our capacity to meet the instructional needs of each learner**

## How We Will Do It
### (Strategic Initiative)

**3b: Ensure all students have access to a well-rounded education**

*For a well-rounded education, Minnesota academic content areas are meaningfully taught at each school within the school day.*
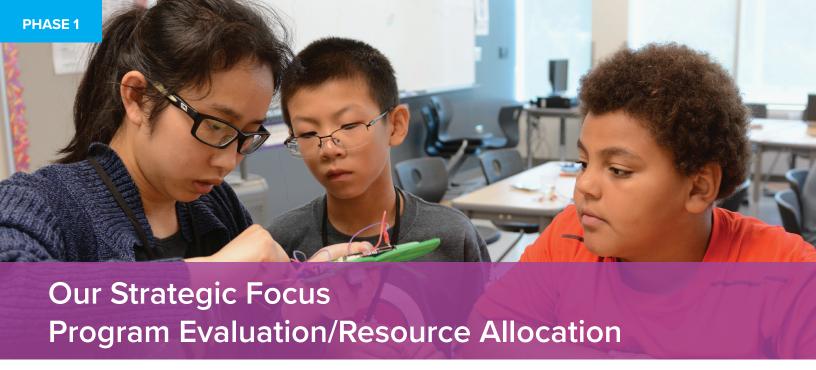
**We will:**

- Establish expectations that each school creates an annual report documenting how much instruction is taking place in Minnesota academic content areas
- Identify and address barriers at schools in order to provide a well-rounded education*
- Use existing digital tools to create a common format and source for district curriculum, course expectations and instructional resources
- Establish consistent districtwide expectations and grading systems for secondary courses and elementary grade levels

### Additional Work in the Next Phase of the Five-Year Strategic Plan

- **Strategic Initiative 3c:** Establish a formal instructional leadership program for educators
- **Objective 4:** Eliminate barriers to learning among a racially, culturally and linguistically diverse population
  - **Strategic Initiative 4a:** Identify and restructure systems that reinforce academic disparities among student groups

\* The Federal Every Student Succeeds Act (ESSA) describes a well-rounded education as including the arts, humanities, sciences, social studies, English, mathematics, heath and physical education.

## Our Strategic Focus
## Program Evaluation/Resource Allocation

### What We Will Do
(Objective 5)

**Start, stop or sustain practices based on their effectiveness and alignment to the strategic plan**

### How We Will Do It
(Strategic Initiative)

**5a: Implement a system for assessing program effectiveness**

*A system to assess effectiveness includes collecting and analyzing data, and establishing clearly understood roles and decision-making responsibilities.*

**We will:**
- Develop the capacity for program staff to measure and analyze results toward improving effectiveness
- Create a calendar for conducting regular reviews of programs

# Our Strategic Focus
# Program Evaluation/Resource Allocation

## What We Will Do
### (Objective 5)

**Start, stop or sustain practices based on their effectiveness and alignment to the strategic plan**

## How We Will Do It
### (Strategic Initiative)

**5b: Determine districtwide middle school model**

*A successful middle school model includes challenging core and elective courses, a consistent support team of teachers and advisors, and college and career readiness programming.*

**We will:**
- Revise middle school schedules with consideration for job-embedded professional development
- Support the middle school structure, including organizing groups of teachers and students as learning communities
- Update the curriculum and implementation of the middle school Foundations advisory course
- Redesign 6th grade literacy to provide both Readers and Writers Workshops

### Additional Work in the Next Phase of the Five-Year Strategic Plan
- **Strategic Initiative 5c:** Allocate resources more strategically

# Our Strategic Focus
# College and Career Paths

## What We Will Do
### (Objective 6)

Increase opportunities for students to envision their future, explore careers and prepare for college.
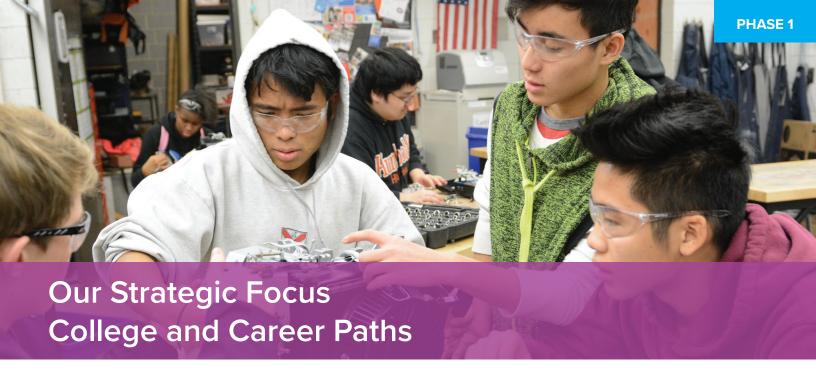
## How We Will Do It
### (Strategic Initiative)

**6a: Create career-related curriculum and personal learning plans for all PreK-12 students**

*Making a personal learning plan is a way for students to consider their strengths and interests, and guide choices about courses. Accompanied by career-related curriculum, the plan will help students prepare for college, career and life.*

**We will:**
- Establish a central catalog and distribution system for career-focused curriculum resources for educators
- Establish a process where PreK-12 students can create and regularly update personal learning plans that include their strengths, interests and goals for the future
- Develop and implement career awareness programming for students in grades PreK-5 and career exploration for students in grades 6-8, identifying community partners to help

**For detailed action plans for each strategic initiative (Phase 1), please visit spps.org/strategicplan.**

# Our Strategic Focus
# College and Career Paths

## What We Will Do
### (Objective 7)

**Provide career-focused, hands-on opportunities for all middle and high school students**

## How We Will Do It
### (Strategic Initiative)

**7a: Strengthen partnerships that provide college credit, industry certification and job experience to secondary students**

*Partnerships support strong career pathways, which provide students with opportunities to participate in courses and other activities related to their career interests and goals.*

**We will:**
- Implement and standardize career pathways at all secondary schools
- Establish a family outreach program to build awareness of SPPS career-related programs
- Partner with higher education institutions to provide career-related programs that supplement SPPS career pathways

### Additional Work in the Next Phase of the Five-Year Strategic Plan
- **Strategic Initiative 7b:** Expand high-quality instruction in targeted career fields

## Our Strategic Focus
## Family and Community Engagement

### What We Will Do
(Objective 8)

**Improve stakeholder engagement in district-level decisions**

### How We Will Do It
(Strategic Initiative)

**8a: Identify ways to engage the community in district decisions and initiatives**

*Respectful engagement includes providing consistency, transparency and accountability to internal and external stakeholders about decision-making processes and creating authentic opportunities for input.*

**We will:**

- Develop and standardize districtwide engagement guidelines that define stakeholder roles
- Create a collection of staff resources on engagement strategies
- Provide training for staff and community members on engagement guidelines and strategies
- Identify and revise practices that hinder community engagement

**For detailed action plans for each strategic initiative (Phase 1), please visit spps.org/strategicplan.**

# Our Strategic Focus
# Family and Community Engagement

## What We Will Do
### (Objective 9)

**Strengthen the value and maximize effective partnerships**

## How We Will Do It
### (Strategic Initiative)

**9a: Review and revise relationships with external organizations to better meet student needs**

*Mission-driven partnerships align to the strategic plan and positively impact long-term student outcomes.*

**We will:**
- Align partnerships to meet the needs of students, as prioritized by the SPPS Achieves Strategic Plan
- Centralize the management of partnerships within the Office of Family Engagement and Community Partnerships
- Establish standardized partnership requirements with ongoing data collection and reviews
- Document current partnerships and identify opportunities for new relationships aligned to long-term student outcomes

### Additional Work in the Next Phase of the Five-Year Strategic Plan
- **Objective 10:** Transform school-family engagement to support student success
  - **Strategic Initiative 10a:** Renew schools as hubs that bring together educators, families and community
  - **Strategic Initiative 10b:** Create family and community programs that support students at key points in their personal and academic environment

# Academic Services

In addition to the 10 strategic initiatives described in Phase 1 of this report, the following academic services have been prioritized to improve long-term student outcomes.

## Early Learning
- Increase full day pre-kindergarten programming in conjunction with citywide effort to ensure that all Saint Paul children are ready for kindergarten
- Maintain and build partnerships with home- and center-based early childhood services
- Develop and implement professional development in World Class Instructional Design and Assessment (WIDA) Early Years language acquisition best practices
- Fully implement digital portfolio-based assessment of student progress in all pre-kindergarten classrooms

## Literacy (PreK-12)
- Deepen the instruction of phonics skills to further develop reading skills for students in grades K-5
- Use data to improve guided reading/small group instruction for students in grades K-8
- Enhance educator professional development and increase independent reading time to help students read more difficult text in different genres
- Improve participation of underrepresented students in accelerated programs

## Math (PreK-12)
- Deepen the understanding of Balanced Math (math review, problem solving, understanding of math concepts, fact fluency and data driven instruction) for students in grades K-12
- Collaborate with educators across the district to create materials that meet the needs of our culturally diverse population
- Use data-driven instruction to monitor student progress

## Multilingual Learning
- Increase access to curriculum and support for Students with Limited or Interrupted Formal Education (SLIFE)
- Provide professional development for teachers and counselors who work with English learner students
- Improve communication with families of students in high school Language Academy programs
- Provide additional after-school tutoring at high schools with Language Academy

## Personalized Learning
- Embrace technology as a key strategy for schools, educators and students to enhance achievement, productivity and creativity
- Provide families with access and support to use digital tools (Schoology and Seesaw) to support their students' learning
- Provide students with learning choices and multiple ways to meet academic standards
- Encourage students to voice their perspectives, learning preferences and interests

## School Improvement
- Increase achievement and decrease disparities in student outcomes through a focus on schools with the highest academic needs
- Engage all schools in a comprehensive assessment process that supports continuous academic improvement
- Standardize the instructional coaching model and provide support to school administrators and leadership teams

## Specialized Services (Birth to age 21)
- Increase access to academic and social support classes (i.e., AVID) for students who receive specialized education services
- Focus special education for secondary students around the transition to high school, increased independence and post-secondary plans
- Strengthen outreach efforts to improve access to early childhood screening, which identifies health and developmental needs

# Measurements for Success
## How We Will Know the Strategic Plan is Working

The SPPS Achieves Strategic Plan incorporates performance measurements to indicate progress toward the long-term student outcomes. Our metrics of 38 data points measure the current status (baseline) and our goal at the end of the plan (five-year target). Progress will also be measured annually.

The five-year targets are both attainable and aspirational and were developed based on best practices for setting attainable goals.

**The five-year targets were developed through an intense review process based on six factors:**
1. The current status (baseline)
2. The trend or most recent history
3. The educational context (local, regional and or federal influences)
4. The time it may take to implement changes and see progress
5. The unique characteristics of the student groups identified in the long-term student outcomes
6. The number of schools or student groups that are already meeting the five-year targets

## Decrease Disparities in Achievement Based on Race, Ethnicity, Culture and Identity

| | Current Status (Baseline) | Five-Year Target | The Anticipated Percentage of Change Between the Baseline and Five-Year Target |
|---|---|---|---|
| The percentage of all students proficient in math after calculating the differences in performance and size of student racial groups | 27% | 38% | 43% |
| The percentage of all students proficient in reading after calculating the differences in performance and size of student racial groups | 31% | 42% | 32% |
| The percentage of all students proficient in science after calculating the differences in performance and size of student racial groups | 23% | 32% | 42% |
| The percentage of Pre-K students meeting math benchmark after calculating the differences in performance and size of student racial groups | 28% | 38% | 34% |
| The percentage of Pre-K students meeting benchmark in language and literacy after calculating the differences in performance and size of student racial groups | 39% | 47% | 19% |
| The percentage of Pre-K students meeting benchmark in personal social development after calculating the differences in performance and size of student racial groups | 66% | 75% | 13% |

# Measurements for Success
## How We Will Know the Strategic Plan is Working

### Decrease Disparities in Achievement Based on Race, Ethnicity, Culture and Identity

| | Current Status (Baseline) | Five-Year Target | The Anticipated Percentage of Change Between the Baseline and Five-Year Target |
|---|---|---|---|
| The percentage of students achieving typical/aggressive growth in literacy after calculating the differences in performance and size of student racial groups | 55% | 67% | 22% |
| The percentage of students meeting the college readiness benchmark in math after calculating the differences in performance and size of student racial groups | 19% | 32% | 47% |
| The percentage of students meeting the college readiness benchmark in reading after calculating the differences in performance and size of student racial groups | 18% | 31% | 68% |
| The percentage of students meeting the college readiness benchmark in science after calculating the differences in performance and size of student racial groups | 14% | 26% | 73% |
| The percentage of graduates graduating in four years after calculating the differences in performance and size of student racial groups | 74% | 82% | 90% |
| The percentage of graduates enrolling in college the immediate fall after graduation after calculating the differences in performance and size of student racial groups | 56% | 65% | 11% |
| The percentage of students meeting benchmark in positive identity and outlook after calculating the differences in performance and size of student racial groups | Under development | Under development | Under development |
| The percentage of students meeting benchmark in social competence after calculating the differences in performance and size of student racial groups | Under development | Under development | Under development |
| The percentage of graduates employed and not enrolled in college who earn a living wage after calculating the differences in performance and size of student racial groups | Under development | Under development | Under development |

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# Measurements for Success
## How We Will Know the Strategic Plan is Working

### Increase Achievement of English Learners

| | Current Status (Baseline) | Five-Year Target | The Anticipated Percentage of Change Between the Baseline and Five-Year Target |
|---|---|---|---|
| The percentage of English learners meeting English language proficiency | 11% | 25% | 127% |
| The percentage of former English learner students achieving proficiency in math | 50% | 61% | 22% |
| The percentage of former English learner students achieving proficiency in reading | 61% | 71% | 16% |
| The percentage of former English learner students achieving proficiency in science | 31% | 41% | 32% |

### Increase Achievement of Students Receiving Special Education Services

| | Current Status (Baseline) | Five-Year Target | The Anticipated Percentage of Change Between the Baseline and Five-Year Target |
|---|---|---|---|
| The percentage of special education students achieving proficiency in math | 16% | 30% | 88% |
| The percentage of special education students achieving proficiency in reading | 18% | 30% | 69% |
| The percentage of special education students achieving proficiency in science | 18% | 26% | 44% |

# Measurements for Success
## How We Will Know the Strategic Plan is Working

### Improve Kindergarten Readiness

| | Current Status (Baseline) | Five-Year Target | The Anticipated Percentage of Change Between the Baseline and Five-Year Target |
|---|---|---|---|
| The percentage of Pre-K students meeting benchmark in math | 32% | 42% | 30% |
| The percentage of Pre-K students meeting benchmark in language and literacy | 42% | 50% | 18% |
| The percentage of Pre-K students meeting benchmark in personal and social development | 69% | 78% | 13% |

### Increase Academic Growth in Reading and Math for All Students

| | Current Status (Baseline) | Five-Year Target | The Anticipated Percentage of Change Between the Baseline and Five-Year Target |
|---|---|---|---|
| The percentage of students meeting math proficiency in the prior year **who are not** proficient in the current school year | 23% | 12% | -48% |
| The percentage of students not proficient in the prior school year now meeting math proficiency in the current school year | 8% | 18% | 125% |
| The percentage of students meeting reading proficiency in the prior school year **who are not** proficient in the current school year | 16% | 7% | -56% |
| The percentage of students not proficient in the prior school year now meeting reading proficiency in the current school year | 14% | 24% | 71% |
| The percentage of students achieving typical or aggressive growth in literacy | 56% | 70% | 25% |

# Measurements for Success
## How We Will Know the Strategic Plan is Working

### Prepare All Graduates for College, Career and Life

| | Current Status (Baseline) | Five-Year Target | The Anticipated Percentage of Change Between the Baseline and Five-Year Target |
|---|---|---|---|
| The percentage of students graduating from a secondary school in four years | 77% | 87% | 13% |
| The percent of graduates enrolling in college (in state or out of state) the fall after high school graduation | 60% | 70% | 17% |
| The percentage of students meeting the college math benchmark on the ACT | 27% | 40% | 51% |
| The percentage of students meeting the college reading benchmark on the ACT | 27% | 40% | 49% |
| The percentage of students meeting the college science benchmark on the ACT | 22% | 35% | 60% |
| The percentage of students meeting the benchmark in positive identity and outlook | 52% | Under development | Under development |
| The percentage of students meeting the benchmark in social competence | 59% | Under development | Under development |
| The percentage of SPPS high school graduates employed and not enrolled in college who earn a living wage | Under development | Under development | Under development |

Saint Paul

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