



**Saint Paul**  
PUBLIC SCHOOLS

# **Envision SPPS: Final report**

## **Board of Education Update**

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# Guide to Presentation

1	Evaluation
2	General Implementation
3	New Enrollment Initiatives

# 1

# Evaluation

# Evaluation Timeline

Key Dates & Timeline					
Summer 2022	Fall 2022	Winter 2022	Spring 2023	June-July 2023	Fall 2023– Fall 2025
<b>Evaluation Planning</b> Evaluation Planning and Approval	<b>Data Collection</b> Data Collection on short term quantitative measures for secondary data analysis	Family Survey	Principal interviews	Envision Evaluation Completion	<b>Continued Data Tracking</b> Continued data collection, analysis, and reporting on long-term student and staff retention and school/program enrollment
		Staff Survey	Secondary data analysis	Final Report and Presentation	

# Evaluation Areas and Questions

## **Impact on students and families**

To what extent are parents and students satisfied with the process of transitioning to new schools, programs, or physical locations?

- Student Retention Analysis
- Student Transportation Analysis

## **Impact on teachers and instructional staff**

To what extent has the Envision program impacted SPPS' ability to retain high-quality, diverse instructional staff?

- Staff Retention

## **Sustainability of Schools**

To what extent has Envision assisted schools and programs to be sustainable into the future?

- Student Retention Analysis
- Principal Interviews

## **Success of schools and programs in providing students with a well-rounded education**

To what extent are Envision-impacted schools able to provide their students with a well-rounded education?

- Principal Interviews
- Well-Rounded Education Analysis

# Impact on students and families

## Student Retention Analysis

To what extent are parents and students satisfied with the process of transitioning to new schools, programs, or physical locations?

- Percentage of Envision impacted students retained in the district after one, two, and three years.

### Methods

- K-8 enrollment records for Spring 2022 and Oct. 1<sup>st</sup> 2022
- Percentage of students that were enrolled in SPPS spring 2022 that were still enrolled (in any building) on Oct. 1st were calculated
- Groups were compared to see the impact of Envision

### Why it matters

- Families leaving is correlated with their satisfaction with their school or school options
- Maintaining or growing districtwide enrollment helps SPPS be financially able to provide the best possible education to its students

# Impact on students and families

## Student Retention Analysis

### Districtwide Non-Envision

Students in the same grade ranges at non-Envision-impacted schools



All non-Envision-impacted K-8 students in SPPS

### Envision Impacted:

All students at schools impacted by Envision, regardless of if they had to move physical sites



All students at Envision impacted schools, including those in the Move Group

### Moved Schools (Envision):

Envision impacted students that had to move physical school locations.

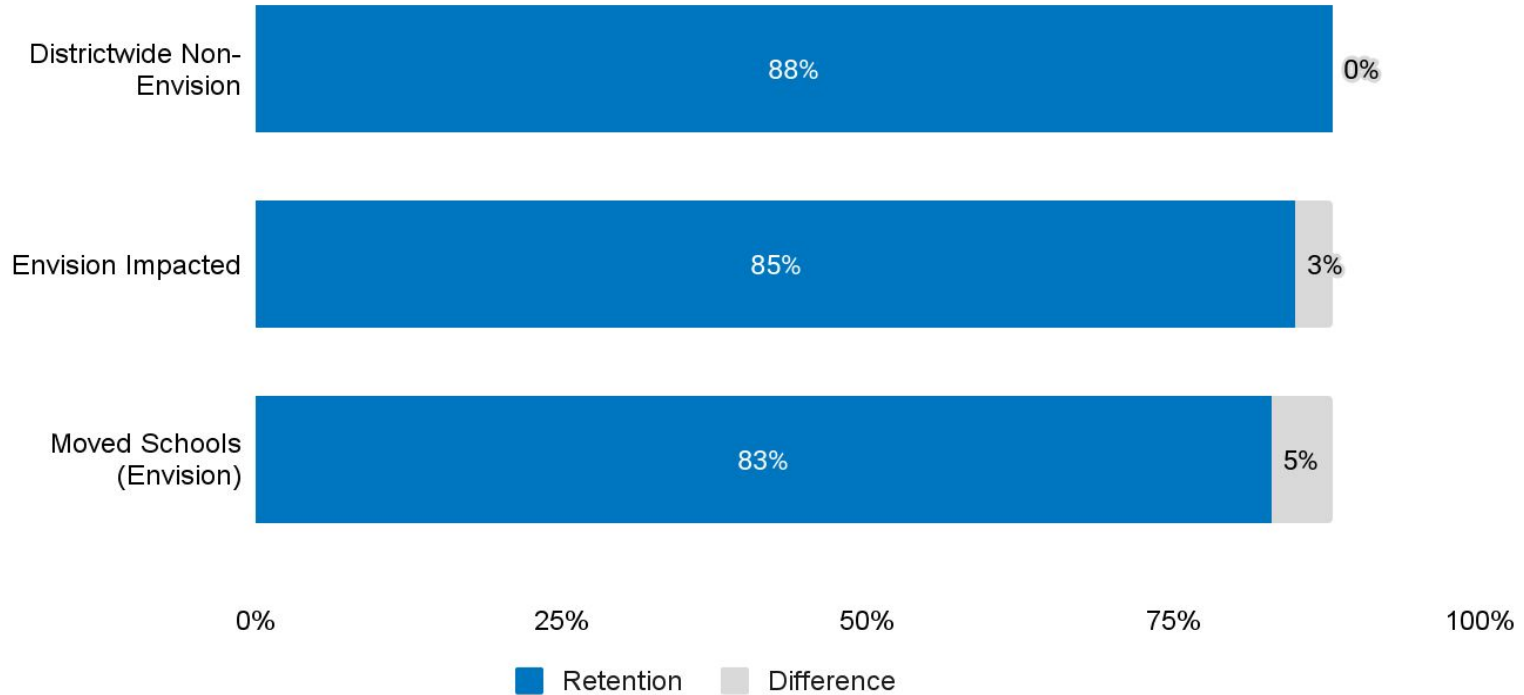


Students at:

- Cherokee Heights Montessori
- Galtier
- Jackson
- John A. Johnson
- L'Etoile du Nord Lower Campus
- Parkway Montessori and Community
- Riverview Community

# Impact on students and families

## Student Retention Analysis Results





# Sustainability of Schools

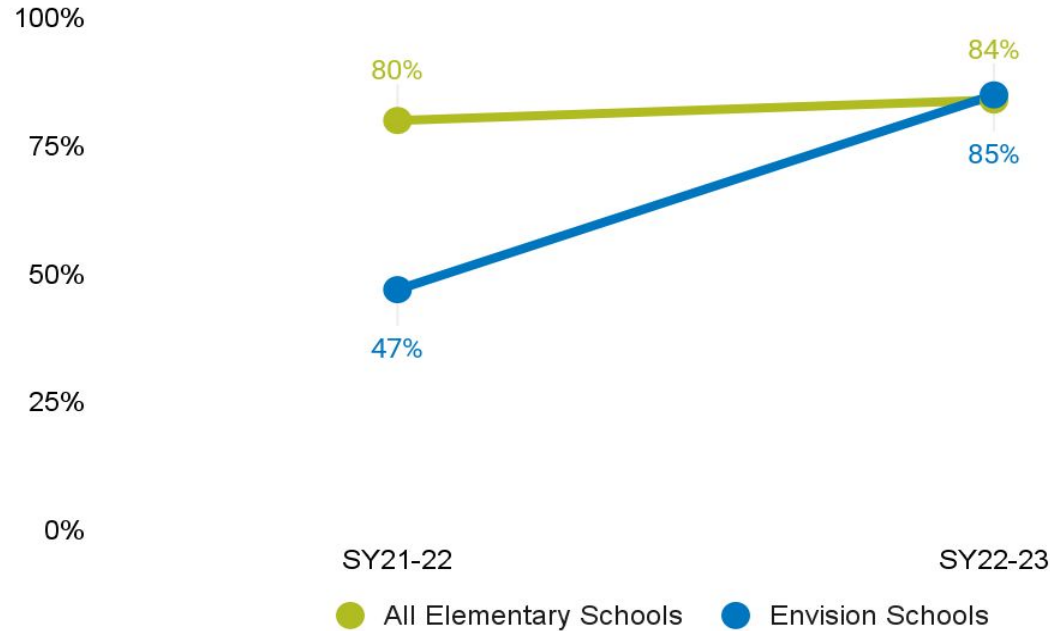
To what extent has Envision assisted school and programs to be sustainable into the future?

## Sustainable Enrollment

Class Size: 25	<u>Large Elementary</u> 600+ students	<u>Small Elementary</u> 251-450 students	<u>Unsustainable Elementary</u> < 250 students
K-5 <sup>th</sup> Grade Teachers	<b>Each grade:</b> 4 classes (100 students) X4 teachers X6 grades  24 generalists  4 specialists/ resource teachers  2 specialists (e.g., literacy coaches)  <b>30 teachers total</b>	<b>Each grade:</b> 2 classes (50 students) X2 teachers X6 grades  12 generalists  1 specialist/resource teacher  <b>14 teachers total</b>	<b>Each grade:</b> 1 class (25 students) X1 teacher X6 grades  6 generalists  <b>0 specialists/resource teachers</b>  <b>5-6 teachers total</b>

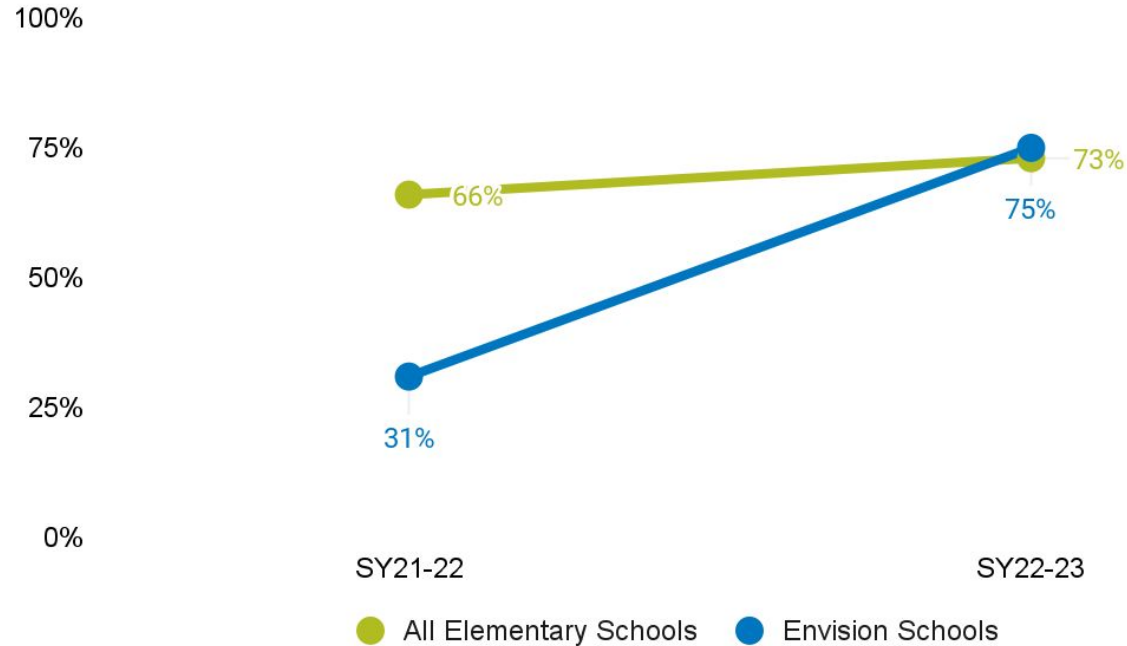
# Sustainable Enrollment

The Percent of Elementary Students at Sustainable (#>250) increased due to Envision SPPS



# Sustainable Enrollment

The Percent of Elementary School Buildings with more than 250 Students Increased due Envision SPPS



# Impact on students and families

## Transportation Analysis

To what extent are parents and students satisfied with the process of transitioning to new schools, programs, or physical locations?

### Methods

- Secondary data analysis of 765 students.
- To be included, students:
  - Attended an Envision school that required them to move physical locations
  - Lived at the same home address in June 2022 and October 2022
  - Continued to be enrolled in SPPS in October 2022
- Based on the school chosen by the family for SY 22-23
- Compared driving time and distance between SY21-22 to SY22-23 for each student and for Envision students to the district average for K-8 students

### Why it matters

- Indicator of school satisfaction
- School location or transportation changes impact families based on resources and how their kids get to school

### Limitations

- The analysis does not consider how students get to and from school

# Impact on students and families

## Transportation Analysis Results

- Students who were required to move due to Envision previously lived closer to their school on average than their peers
- Envision students who were required to move live the same distance on average from school as their peers

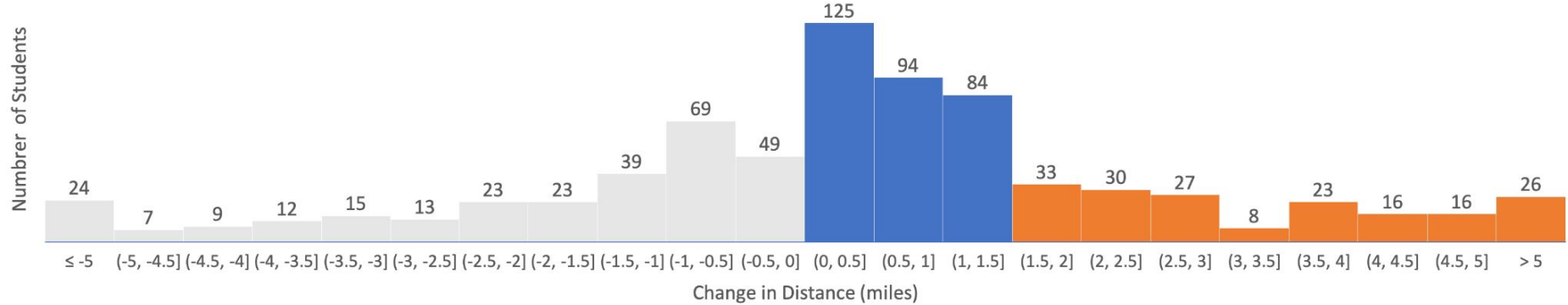
	Impacted Students	Standard Deviation	District K-8	Standard Deviation
Median Distance (miles)	2.68	3.03	2.69	3.44

\*Analysis was also conducted weighting for # of middle vs. elementary school students. There were no significant differences.

- Students that were required to move now live about 1/3 of a mile further from school on average

# Impact on students and families

## Transportation Analysis Results



- More than 1/3 of students now are closer to their schools (37%)
- About 38% had a change of 1.5 miles or less
- About 25% had a large change (more than 1.5 miles); When looking at the largest distances (25%), they tend to be students living outside of the district or that opted for a regional or district-wide magnet instead of their community school.

# Success of schools and programs in providing students with a well-rounded education

To what extent are Envision-impacted schools able to provide their students with a well-rounded education?

## Well-Rounded Education Analysis

A well-rounded education is one that meets Minnesota state's educational standards by providing students with learning opportunities that give them the skills to succeed in school, college and career.

A well-rounded education includes:

- Instruction in the four core content areas: mathematics, literacy, social studies, and science
- Physical education
- Health
- Two arts and exposure to a third.

## Why it matters

- Envision SPPS sets the stage for our students to receive a well-rounded education
- We as a district believe all students should have access to well-rounded education

See *Well Rounded Education in SPPS Elementary Schools Summary of Results* February, 2023 for full details. Available at <https://www.spps.org/Page/46024>.

# Success of schools and programs in providing students with a well-rounded education

## Well-Rounded Education Analysis

### Methods

A secondary data review of *Well Rounded Education in SPPS Elementary School Summary of Results* report was conducted.

Well-rounded education definitions and notes

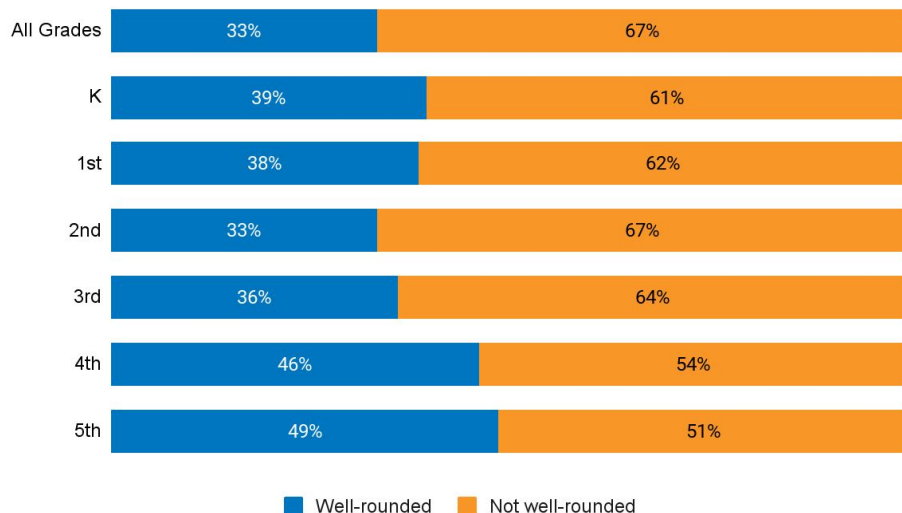
- Grade levels may receive different designations. If a school has grade levels with different designations, the designation of the majority of grade levels is used for the school identification. When the designations are evenly split, the lower category was used.
- Schools were identified as **not well-rounded** if they were not offering instruction in the four core subjects as well as PE, health, and two arts with an exposure to a third art.



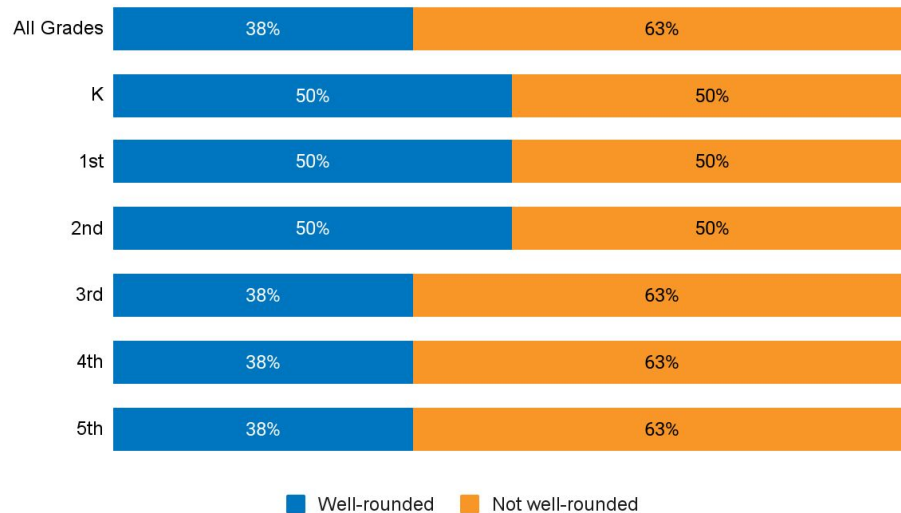
# Success of schools and programs in providing students with a well-rounded education

## Well-Rounded Education Analysis

### District Overall



### Envision Schools



# Impact on teachers and instructional staff

To what extent has the Envision program impacted SPPS' ability to retain high-quality, diverse instructional staff?

## Staff Retention Analysis

### Methods:

- Identified staff at Envision impacted schools in Spring 2022 and included them if they were still working in the district as of Spring 2023
- Analysis was needed because not all staff responded to the survey
- Included approximately 400 teachers/licensed support staff and 150 EAs and TAs
- Teachers and licensed support staff include all staff in the teacher negotiation group (Counselors, social workers, etc.)
- Tested for differences in retention based on probationary status, if the staff person worked in special education or in a position on the 2023 hard-to-fill list, and if they were BIPOC or not.

# Impact on teachers and instructional staff

## Staff Retention Analysis

There were no differences in retention based on working in special education, being BIPOC, or working in a hard-to-fill position

One Year Retention Rate (Spring 2022 to Spring 2023)



# Sustainability of Schools

To what extent has Envision assisted school and programs to be sustainable into the future?

## Principal Interviews

Principals were invited to participate in interviews if they met the following criteria

- Led an Envision-impacted school during SY 2021-2022 or SY 2022-2023
- Currently employed in the district and their position does not create a potential conflict of interest, e.g., district-level administrator.

## Methods

- All 11 invited principals participated in interviews conducted in person or via video call between May 16<sup>th</sup> and May 24, 2023
- Notes from the interviews were analyzed using qualitative methods for common themes
- Interviews were focused on the following topics
  - Background and basic information
  - Specialists, well rounded education, and student support staff
  - Transitions and building your team/school culture
  - Support received or needed from the district

# Sustainability of Schools

## Principal Interviews

“This interview is  
the only real  
closure we have  
had from Envision.”

### General Challenges

- Start time changes were particularly difficult for staff and families
- Dramatic student composition changes at some sites
- Limited to no control over new staff at their school
- Late hiring or other human resources challenges
- More support was needed unpacking and preparing for moves
- Continued need for help with enrollment and marketing from district-level staff
- Envision SPPS lacked closure

# Success of schools and programs in providing students with a well-rounded education

## Principal Interviews

### Well-Rounded Education

- Larger enrollment numbers allowed some of the schools to hire additional specialists.
- Some buildings could not offer new specialists, but generally, these buildings already offered a more well-rounded education.
- Building size and construction details somewhat limit specialists, such as being sound-resistant enough to have a music specialist.
- Partnerships with outside organizations and residencies are important for schools in helping them provide a well-rounded education within their budget constraints.

# Promising Practices

## School culture and staff cohesion:

- Bringing a cohort of teachers/staff with the principal to new buildings
- *Interview and select* whenever possible versus placements to help with staff cohesion.
- Paid retreat time for staff before the beginning of the school year and funding for staff team building activities.
- Create a fresh start for staff regarding relationships and evaluations regardless of past performance, relationships or evaluations.
- Create mixed grade level teams, with staff from the sending and receiving school.

“My role was to make sure that I was providing a safe place for new staff to come over, and provide a sense of belonging for staff and students. And with that came organizing an end-of-year celebration between the two communities”.

## Transition:

- Principals took responsibility for the success of the transition
- PBIS reboot or refocus
- Involvement of and support from assistant/area superintendents. Several principals expressed gratitude for their support.
- Project management support from the district (was helpful)

# QUESTIONS?



# 2 General Implementation

# Obama Elementary School: Active Choice

- **137 students:**
  - **81.75%** applied to another SPPS school
  - **3.65%** transferred to another SPPS school this past year
  - **2.92%** moving out of district/city
  - **11.68% (N=16)** unable to directly connect with; **all have seat reserved at their area school this fall**
- **Communications:** School events, 1-1 meetings, phone calls, texts, letters, emails
- **School events:**
  - Oct. 5: Great Obama Get Together event
  - Oct. 7, Nov. 4: Parent-Principal Huddles
  - Nov. 15 and 18: School conferences
  - Jan. 17: MLK Day school event
  - Feb.13: NAAPID
  - June 1: 100 Year Carnival and Celebration



# Obama Elementary School: Staff placements

- Interview and select outcome still being processed, but at least 90% of staff\* placed at another SPPS schools
  - \*Teachers, teaching assistants, educational assistants, school and services personnel, clerks
- We are not aware of any staff leaving SPPS

# Highwood Hills, LEAP, Wellstone

- **LEAP:** Move to J. A. Johnson on track; JAJ remodeling underway and ready to welcome LEAP students in September 2023
- **Highwood Hills:** Current SY22-23 enrollment: 192; Projected 184 (+ 40 PK)
  - Received additional 20 PK seats (totals 40) via Head Start partnership
  - Selected as 1 of 6 schools to receive enrollment marketing funds
- **Wellstone:** Participating in Spanish Two Way Program Workgroup
  - Workgroup purpose: Examine how SPPS can develop strong academic experience for PreK-5 Spanish Dual Language Immersion Programs
  - Workgroup conclusion: Need to expand purpose to include PK-12 pathway and invite middle school and high school pathways to discussion

# 3

## New Enrollment Initiatives

# Enrollment and Retention Campaigns

## Timeline:

- Summer 2022: Enrollment and Retention Committee convened
- Winter 2023: Schools selected
- April 2023: Interested schools submit proposals
- Fall 2023: Schools campaign plans developed
- Winter 2023 - Summer 2024: Campaign launched

## Participating Schools:

1. Cherokee Heights
2. Dayton's Bluff
3. Hamline
4. Highwood Hills
5. Hmong Language and Culture Middle School
6. Riverview Spanish/English Dual Immersion

## Resources provided:

- Contractors to assist with campaign development and implementation
- Marketing and Communications Plan Framework
- Community Ambassador Framework

# PreKindergarten Enrollment

- **Goal:** Expand access to quality Pre-K programming with long-term goal of retaining 75% of Pre-K students
  - Address SPPS' PreK waitlist of 800+ (January 2023)
- **Nature Discovery program**
  - Unique, fee-based Pre-K program sets itself apart from free Pre-K offering
  - Families who meet qualifications have fees supplemented via School Readiness funds
  - One section filled, program promotions ongoing
- **Head Start partnership:**
  - Mixed-delivery program model; aligned with Governor Walz's vision
  - 80 additional new students: Eastern Heights; Highwood Hills EXPO

# East African Elementary Magnet School

- Opening September 2023
- Program focus: East African cultures and languages
- PreK-5 grades
  - PreK, K, Gr.1: 2 sections each
  - Grades 2-5: 1 section each
- School times: 7:30 a.m.-2 p.m.
- Location: 437 Edmund Ave. W.  
(former Jackson Elementary)





# Decision-making process

- **Purpose:** Determine how SPPS can provide a well-rounded and sustainable PK-8 program focused on East African language(s) and culture(s).
- **Workgroup members:** 14+ with mix of SPPS staff and parents, all East African; invited content experts to advise on program and implementation
- **Explore:** Key questions, data and findings, similar programs (Minneapolis Public Schools - Somali heritage program at 2 elementaries, St. Cloud - Somali Dual Immersion, fall 2023; SPPS Hmong Culture and Language program)
- **Timeline:** Every two weeks February-May 2023; now weekly through August with program implementation and recruitment focus

# Staff hiring and recruitment

- **Goal:** Hire staff who are reflective of the program's cultures and languages
- **Timeline:**
  - May 3 (officially starts July 1): Principal hired: Dr. Abdisalam Adam, 26 years with SPPS, respected community leader
    - May 5: Project Manager assigned to manage program implementation
  - May 16-18: Principal/hiring team conduct internal staff interviews
  - May 24-June 16: Round 3 of interview and select for internal candidates
  - May 24 > Opens up to external candidates until positions filled
- **Recruitment of diverse candidates** through local college and university education programs; connecting with East African education community

# May-August: Marketing and Recruitment

- **May 16:** Press conference with East African and other major media
- **May 19 and May 26:** Hosting targeted information/registration events; postcard mailings to high-density East African areas
- **Mid-May-July:** Face-to-face recruitment + distributing info flyers and attending at: community events, holidays, independence days, holy days, soccer games, mosques, churches, restaurants, businesses, day cares, etc.
- **August:** School Open House

## East African Elementary Magnet School

437 Edmund Ave. W.  
St. Paul



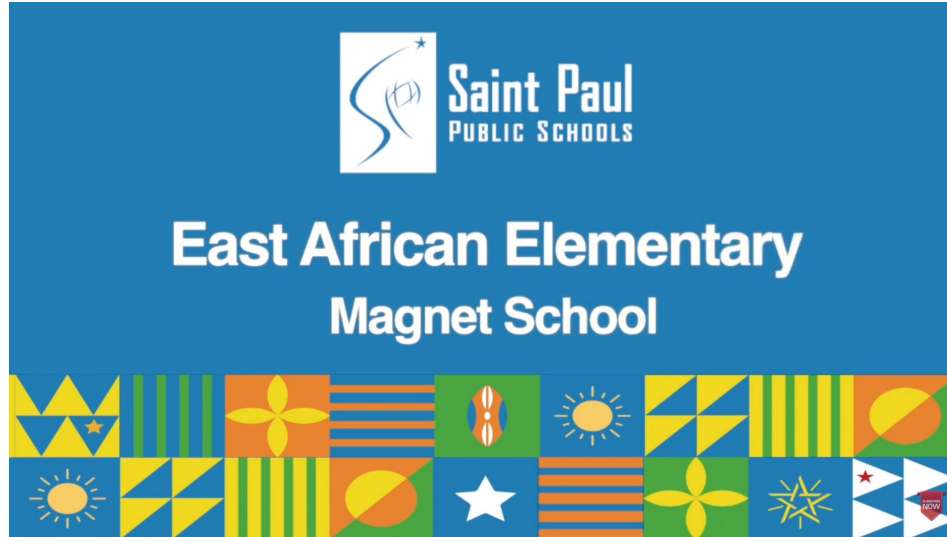
**Student registration hours to enroll your child:**  
Starting July 5, visit the school on  
**WEDNESDAYS and THURSDAYS**  
any time between 10 a.m.- 3 p.m.  
**QUESTIONS:**  
Fadumo Salah, 651-632-3709, [fadumo.salah@spps.org](mailto:fadumo.salah@spps.org)



**Meet Principal Dr. Abdisalam Adam and enroll your student:**  
**Friday, July 21 from 6-9 p.m.**  
Fun for everyone: School tours, free food, games!  
[Website: spps.org/EastAfricanMagnet](http://Website: spps.org/EastAfricanMagnet)



# Welcome video



English version: <https://youtu.be/NJiit5XlqpE>

# QUESTIONS?