



Evaluation of Envision SPPS

Preliminary Results

February 2023

Prepared by the Department of Research, Evaluation, and
Assessment

Envision SPPS Preliminary Evaluation Report

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ABBREVIATIONS AND ACRONYMS

| | |
|-------|---|
| API | Application Programming Interface |
| ARP | American Rescue Plan |
| BIPOC | Black, Indigenous, (and) People of Color |
| EA | Educational Assistant |
| ESSER | Elementary and Secondary School Emergency Relief Fund |
| FTE | Full Time Equivalent |
| HR | Human Resources |
| MLL | Multi-Language Learners |
| PreK | Pre-Kindergarten |
| REA | Research Evaluation and Assessment |
| SPPS | Saint Paul Public Schools |
| SY | School Year |
| TA | Teaching Assistant |
| TDAS | Talent, Development, and Acceleration Service |
| WRE | Well Rounded Education |

Definitions

| | |
|--------------|---|
| Close | A program or school is closed. The students and staff from the program move to other schools or programs. The administrative structure and identity of the closed school or program are discontinued. |
| Co-locate | At least one program is moved so that two programs are located at the same physical location. Programs retain their own identities and administrative structures. |
| Merge | Two programs become one program. Generally, at least one will need to move physical locations. Unlike co-locations, administrative structures, student populations, staff, and program identities combine into one. |
| Relocate | A program is moved from one building or location to another without major programmatic or administrative changes. |
| Viable | Programs are <i>viable</i> if they are academically well-rounded, equitable, cost-effective, in demand by families, and provide skills aligned to post-secondary education and employment opportunities. |
| Well-rounded | Education is considered well-rounded if students receive education in the four core academic areas, physical education, exposure to the health standards, two arts, and exposure to a third art. |

This report summarizes the preliminary results of the summative evaluation of Envision SPPS. This includes a description of the program, the evaluation plan, and the evaluation results for the portions of the evaluation that have been completed so far. The final comprehensive evaluation report will be available in June or July 2023. The final comprehensive report will also articulate conclusions, recommendations, and limitations.

In addition to planning and conducting the evaluation, the Research Evaluation and Assessment (REA) department assisted the project management team in developing progress monitoring tools to meet the school board's request for monthly updates (see an example in Appendix A). This consisted of tracking activity completion and a small amount of participation data. The evaluation reported here expands the scope beyond the early progress monitoring updates to answering questions about the experiences of staff and families and the long-term impacts of Envision on SPPS's enrollment and staffing.

Program Description and History

The initial objective of Envision SPPS was broadly described as to “Allocate resources based on program effectiveness and organizational priorities.” Envision SPPS was intended to provide the district with strategies to ensure school facilities can consistently be filled to optimal capacity to provide families with access to viable, well-rounded PreK-12 school programs. *Viable* in this context is defined as school programs that are academically well-rounded, equitable, cost-effective, in demand by families, and provide skills aligned to post-secondary education and employment opportunities.

As a multi-year initiative, the first year (SY 2020-2021) was focused on fact-finding and data analysis to produce findings around eleven broad areas of inquiry (see list of areas of inquiry below) related to facility utilization, student enrollment patterns, families' school choice

decisions, PreK-12 academic and specialized programs, and college and career readiness. This analysis was used to generate a draft report refined through additional qualitative input during the school year 2021-2022 and developed into a final report guiding the St. Paul District's phasing in the recommendations over two years (SY 2022-2023; SY 2023-2024). Envision SPPS was a data-driven process to create a plan that aligns facilities with school programs to ensure families have access to viable, well-rounded education programs into the future.

Areas of inquiry:

1. College and Career Paths
2. Early Childhood Education
3. Enrollment
4. Facilities Utilization/Alignment
5. Language Dual Immersion
6. Integration
7. Middle School Model
8. Montessori Pathway
9. Special Education
10. Talent, Development and Acceleration Service (TDAS) Pathway
11. Well-rounded Education

As outlined below, Envision SPPS a four-year process beginning with pre-planning/design to phasing and culminating with full implementation in year four (Note: The original timeline was a three-year process, but an additional planning year was added due to the impact of COVID-19).

TIMELINE

2020-2021: Pre-planning/Design:

- November 2020 to late spring/early summer: Workgroups research and review data; develop findings
- Summer 2021: Project Sponsor and Core Planning Team reviews findings and develops recommendations

- Fall/winter 2021: Superintendent Gothard/Executive Sponsor reviews and finalizes recommendations

2021-2022: Pre-planning/Design:

- Qualitative data conducted, as needed, e.g., strategic and targeted engagement (e.g., focus groups, surveys) to supplemental recommendations
- Early winter 2022: Board of Education presented with recommendations
- Address high-priority findings, as needed

2022-2023: Phasing - Begin implementation of recommendations

2023-2024: Recommendations fully implemented

DEPARTMENTS/OFFICES INVOLVED IN PREPLANNING

1. Facilities Department
2. Student Placement
3. Talent Development and Acceleration Services (TDAS)
4. Special Education
5. Office of Digital and Alternative Education
6. Office of Early Learning
7. Office of Equity
8. Office of Teaching and Learning
9. Office of College and Career Readiness
10. Office of Schools Federal Programs/Title 1

Out of Scope

Educational program development was out of scope as Envision focused on aligning facilities with programs. This alignment creates conditions under which Envision SPPS goals are achievable. For example, co-location, mergers, relocations, and closures of schools and programs do not directly cause students to receive a well-rounded education. But appropriately sized schools and programs create the circumstances conducive to a well-rounded education. Due to

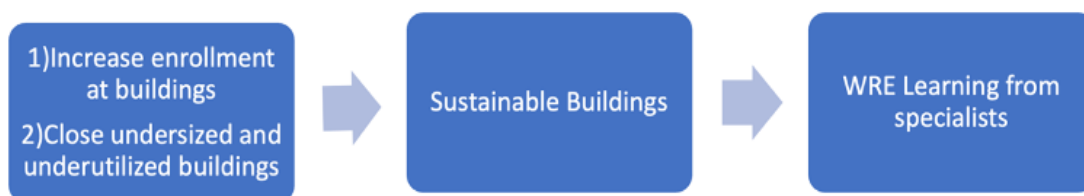
this, well-rounded and sustainable education are within the scope of the evaluation with the caveat that some factors that enable or prevent the delivery of a well-rounded and sustainable education cannot be influenced by Envision SPPS.

Program goals

Program goals developed in the planning stages of Envision included:

- Setting up all involved buildings and programs to be sustainable in terms of enrollment and budget
- Ensuring all students have access to a well-rounded education, including instruction from specialist teachers when appropriate
- Reducing impacts on staff (number of staff and severity of impacts)
- Reducing impacts on students and families as much as possible
- Ensuring that any negative impacts are equitably distributed

Envision Action Theory



Program Logic Model

The initial basic theory of action was developed in the early program planning phases and was expanded to a full logic model describing program activities, outputs, and intended short and long-term outcomes.

Envision SPPS Logic Model

Problem statement: Due to decreasing enrollment and continuing projected decreases, many SPPS schools have too few students and, therefore cannot sustainably provide students with access to a well-rounded education, including specialists and student/family support services.

| Resources | Activities | Outputs | Short Term Outcomes | Long Term Outcomes and Impact |
|---|---|--|---|---|
| Schools Programs Attendance boundaries Transportation services Artifacts, knowledge, articles, publications | Close, combine, merge co-locate, repurpose Transition planning groups Special board meetings Family engagement activities Communication School Choice Community building Staff engagement activities Human resources processes (interviews, placements) | Schools/programs with higher enrollment Schools/programs with sustainable enrollment/budget Minimized negative effects on students, families and communities Minimized negative impacts on staff including displacement | Students will have access to specialist content area teachers Students will have access to student support and mental health resources Students will stay within the SPPS district Staff will successfully transition to new positions within SPPS as much as possible Reduced or maintained transportation costs Equitable negative impacts on staff, students and families | Students will have access to well-rounded education across grade levels Students highly engaged in school Improved student academic outcomes Improved social/emotional outcomes for students SPPS will retain a diverse highly skilled workforce Stabilizing—enrollment levels at impacted schools |

Evaluation Plan

Evaluation Areas and Questions

Area 1: Impact on students and families

Question 1: To what extent are parents and students satisfied with the process of transitioning to new schools, physical locations, or programs?

- Percent of displaced students that stayed in the district, transitioning to a new program, physical location, or school.
- Percentage of displaced students retained at these schools after one and three years.
- Percentage of displaced students retained in the district after one and three years.
- Impact on the mean increase or decrease in transportation times for students reported with standard deviation and range.
- Percent of parents that select yes or somewhat to the following statements:
 - I had the opportunity to voice my opinions during the process of school/program changes, even if the outcome was not what I wanted.
 - I understood that several schools had to close due to low enrollment.
 - I understood the options Saint Paul Public Schools offered my child/children and family for the next school year (2022-2023).
 - I was notified of the options for my child/children early enough for my family to make plans.
 - I understood the possible benefits that my child/children would receive by attending a different school or by having another program merge with their current school.
 - I feel my child/children transitioned smoothly into their new school or program.
 - The changes made through the Envision process have benefited my child/children.
 - I feel satisfied with my child/children's current school(s).
 - Overall, I feel that my family was treated fairly in this process.

Area 2: Impact on teachers and instructional staff

Question 1: To what extent were staff satisfied with the process and support they received in employment changes?

- Percent of teachers, EAs or TAs that are satisfied or neither satisfied nor dissatisfied with the support received from the following:
 - Office of Teaching and Learning
 - Office of Special Education
 - Technology Services
 - Human Resources
 - School Year 2022-2023 Principal
 - Strategic Planning and Project Management
 - Facilities and Operations
 - School Year 2021-2022 Principal

- Percent of teachers, EAs or TAs that reply yes, somewhat, or no to the following statements.
 - I understood what was going to happen with my job due to Envision.
 - I understood my options for other positions in the district.
 - I had adequate time to make plans for the 2022-2023 school year.
 - Overall, I feel that the district treated me fairly, given the changes that needed to occur.
 - Overall, I am satisfied with my current job/position.

Question 2: To what extent has the Envision program impacted SPPS' ability to retain high-quality diverse instructional staff?

- Percentage of the merged schools' staff (classroom teachers, specialists, EAs, TAs, support staff) last year are at the new sites.
- Number and percent of displaced teachers accepting a new position in the district.
- Number and percent of teachers retained in the new position for one and three years.
- Number and percent of displaced EAs and TAs accepting a new position in the district.
- Number and percent of displaced EAs and TAs retained in the new position for one and three years.
- Average years of service and licensure areas of teachers that left the district vs. those who were retained.

- Number and percent of displaced teachers that are first-year and probationary teachers.
- Comparative outcomes of displaced first-year and probationary teachers verse tenured teachers.

All the above indicators should be disaggregated by race to explore possible inequitable impacts on BIPOC educators. This indicator is particularly important given the desire for SPPS teachers to reflect the student population demographics and the district's challenges in recruiting and retaining BIPOC educators.

Area 3: Sustainability of schools

Question 1: To what extent has Envision assisted schools and programs to be sustainable into the future?

- Percent of schools impacted by Envision that have *sustainable* enrollment for the 2022-2023 school year.
- Percentage of schools that have increasing/sustaining enrollment from the 2022-2023 school year to the 2023-2024 school year.
- Percent and amount of general, ESSER 2, and ARP fund subsidies provided to newly merged schools vs. Envision-impacted schools.

Area 4: Success of schools and programs in providing students with a well-rounded education

Question 1: To what extent are Envision-impacted schools able to provide their students with a well-rounded education? The goal of Envision was to set up schools and programs with conditions that would allow them to provide their students with a sustainable, well-rounded education. To what extent have they been successful in this goal?

- Access to specialists – previous versus current, current versus standards.
- Access to student and family support services- previous versus current, current versus standards.

- Time dedicated per subject

Evaluation Methods

Due to the diversity of potential impacts of Envision SPPS, a mixed-method evaluation was the most appropriate. When possible, evaluation staff relied on secondary analysis of existing quantitative data to capitalize on the high-quality data already collected and stored by SPPS. Additional quantitative and qualitative data were collected by developing staff and family surveys and interviewing principals of impacted schools. Written responses from these surveys and interviews were analyzed using an iterative qualitative coding process to identify common themes among responses. After reviewing the survey results, focus groups were considered and deemed unnecessary due to adequate coverage and representation. Analysis of the provision of a well-rounded education is supplemented by data from an existent SPPS report.

Methods limitations and potential threats to the validity of findings

The primary evaluator on this project was Michael Dosedel, an SPPS internal program evaluator. The risk of evaluator biases was deemed low, and a description of evaluator positionality, potential bias, and qualifications is included in Appendix B. This evaluation's design has several assumptions and limitations built in. Given the goals of the evaluation and the resources available to conduct it, these have been deemed reasonable compromises.

Several of the analyses rely on existing records. Specifically, they are secondary data analyses of enrollment, transportation/home address, and human resource records. These databases are considered accurate and of good quality, but to any extent that the underlying data is inaccurate, there will be similar inaccuracy in the evaluation results.

Both staff and family surveys are subject to potential response bias. Specifically, the validity of the results are influenced by the extent to which survey respondents are a

representative sample of all of the parents or staff that were impacted by Envision SPPS. Contact information for staff and families come from existing student and staff data systems (Infinite Campus and Peoplesoft). Any errors or omissions within these systems could prevent a specific staff member or family from receiving the surveys.

Further, staff and families no longer in the school district were not contacted for the surveys. As with most surveys, it is likely that families and staff with more extreme opinions about the survey subject (positive or negative) would be more likely to respond. In our case, this may present as parents and families who continue to be upset about the school closures are more likely to respond. Licensed staff or other staff who use district email daily may also be more likely to respond than those who do not use a computer as part of their daily work.

Methods table

| Evaluation Area | Evaluation Question | Indicators | Data collection method | Data analysis method |
|--|--|--|---|---|
| Impact on students and families | To what extent are parents and students satisfied with the process of transitioning to new schools, physical location or programs? | Percent of displaced students that stayed in the district, transitioning to a new program, physical location, or school. | Enrollment data analysis | Report number and percent, disaggregate to identify potential inequitable impacts |
| | | Percentage of displaced students retained at these schools after one and three years. | Enrollment data analysis | Compare to the average district retention |
| | | Percentage of displaced students retained in the district after one and three years. | Enrollment data analysis | Secondary data analysis |
| | | Impact on the mean increase or decrease in transportation times for students reported with standard deviation and range. | Secondary data analysis of enrollment and home address records. | Secondary data analysis using google API lookup |
| | | Direct parent report of experiences with understanding and experience of Envision transition processes. | Parent/family survey for impacted families | Means, standard deviations, percentages, disaggregation of results by school and self-reported racial/ethnic identification |
| Impact on teachers and instructional staff | To what extent were staff satisfied with the process and support they received in employment changes? | Percent of teachers and EAs or TAs that agree or strongly agree with the satisfaction indicators. | Staff Survey administered to all staff that worked at an Envision impacted school during the 2021-2022 school year and continue to be employed in the district at the | Means, standard deviations, percentages, disaggregation of results by school and self-reported racial/ethnic identification to the extent |

| | | | time of the survey administration during the 2022-2023 school year | possible while protecting staff anonymity and privacy |
|--|--|---|--|---|
| Impact on teachers and instructional staff | To what extent has the Envision program impacted SPPS' ability to retain high-quality diverse instructional staff? | <p>Percentage of the merged schools' staff (classroom teacher, specialist, EA, Support staff) last year are at the new sites.</p> <p>Number and percent of displaced teachers accepting a new position in the district.</p> <p>Number and percent of teachers retained in the new position for one and three years.</p> <p>Number and percent of displaced EAs and TAs accepting a new position in the district.</p> <p>Number and percent of displaced EAs and TAs retained in the new position for one and three years.</p> <p>Average years of service and licensure areas of teachers that left the district vs those who were retained.</p> <p>Number and percent of displaced teachers that are first-year and probationary teachers.</p> | Employment records stored in Peoplesoft | Secondary data analysis of employment data |

| | | | | |
|---|--|--|--|--|
| | | Comparative outcomes of displaced first-year and probationary teachers versus tenured teachers. | | |
| Sustainability of Schools | To what extent has Envision assisted schools and programs to be sustainable into the future? | <p>Percent of schools impacted by Envision that have <i>sustainable</i> enrollment for the 2022-2023 school year.</p> <p>Percent of schools have increasing/sustaining enrollment from the 2022-2023 school year to the 2023-2024 school year.</p> <p>Percent and amount of general, ESSER 2, and ARP fund subsidies provided to newly merged schools vs. Envision Impacted schools.</p> | <p>Enrollment data analysis</p> <p>Enrollment data analysis</p> <p>School level budgetary analysis</p> | <p>Secondary data analysis of enrollment data</p> <p>Secondary data analysis of existing budget records.</p> |
| 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? The goal of Envision was to set up schools and programs with conditions that would allow them to provide their students with sustainable well-rounded education. To what extent have they been successful in this goal? | <p>Access to specialists – previous versus current, current versus standards. Access to student and family support services- previous versus current, current versus standards.</p> <p>Time dedicated per subject</p> | <p>Record review and one-on-one Principal interviews/surveys</p> <p>Review of existing district report on the implementation of well-rounded education</p> | <p>Direct comparison on individual school/program level of FTE of specialists and student/family support staff, percent of students in buildings with access to WRE before and after Envision program changes.</p> |

Evaluation Results

Envision Family Survey Results

Process and Demographics

The *Envision Family Survey* was a survey developed to investigate the impacts of Envision school changes on students and their families. To be eligible for the survey, families had to have a child who attended an Envision school during the 2021-2022 school year. That child also needed to attend any St. Paul School District school during the 2022-2023 school year. The full survey text is provided in Appendix C.

The survey was offered in five languages and sent to all eligible families' primary email via Blackboard. The email list was developed by pulling available household emails from Infinite Campus for students that met the eligibility requirements. This included students who had to change or move schools and those who stayed in their existing school but had another school or program merge with them. If families did not have an email listed, the family did not receive the survey. If a student had multiple primary emails listed, the survey went to both emails. This was true for many of the impacted students. Due to this, the survey was sent to 3320 email addresses representing 2612 students. Based on the number of students with shared primary contact info (e.g., siblings), this was estimated to represent 1825 families.

Two-hundred and ninety-four responses were received, a nine percent response rate based on the number of surveys sent. This was estimated to represent at least 11% of students and up to 16% of families. The vast majority of responses were received in English, with less than five received in Somali and less than ten received in Spanish. Most responding families reported having one or two children enrolled in St. Paul Public Schools.

Respondents were asked to identify their child's/children's racial identity and/or ethnicity. Survey respondents' demographics were compared to those of all students within St. Paul Public Schools that attended Envision schools. Three race/ethnicity groups, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Latino or of Spanish origin, have approximately equal representation in both the survey and the total population. Both Black or African American and Asian are slightly under-represented in the survey in the survey respondents. White respondents are strongly overrepresented in the survey respondents compared to the population of Envision students.

Table 1. Survey Participants

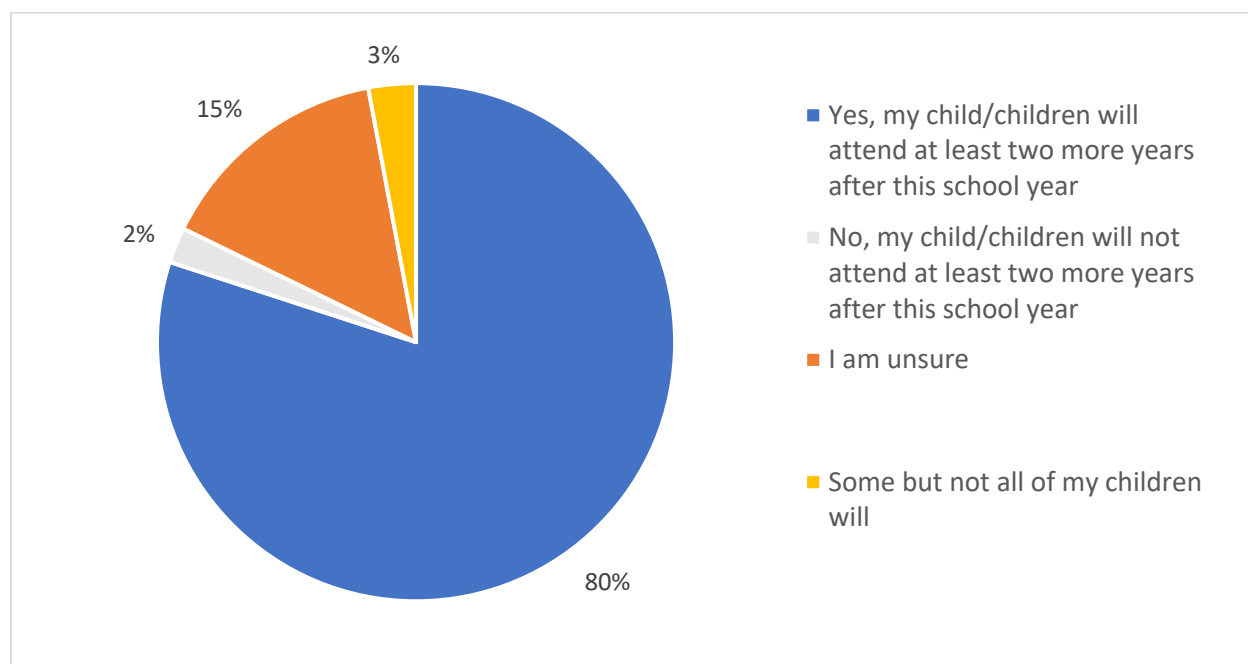
| Race/ethnic | Survey percent | Population percent (Envision SPPS Schools) |
|---|-----------------------|---|
| American Indian or Alaska Native | 5.0% | 4.8% |
| Asian | 28.0% | 36.1% |
| Black or African American | 22.0% | 34.1% |
| Latino, or of Spanish origin | 18.0% | 16.0% |
| Native Hawaiian or Other Pacific Islander | 2.0% | 0.5% |
| White | 78.0% | 37.8% |

*Source: June 1st 2022 enrollment

Family Survey Summary

Families were asked if their children would continue to attend SPPS for at least two more years. This question was intended to provide extra information on satisfaction and potential impacts on enrollment beyond year one. Data tables associated with all figures are provided in Appendix D.

Figure 1

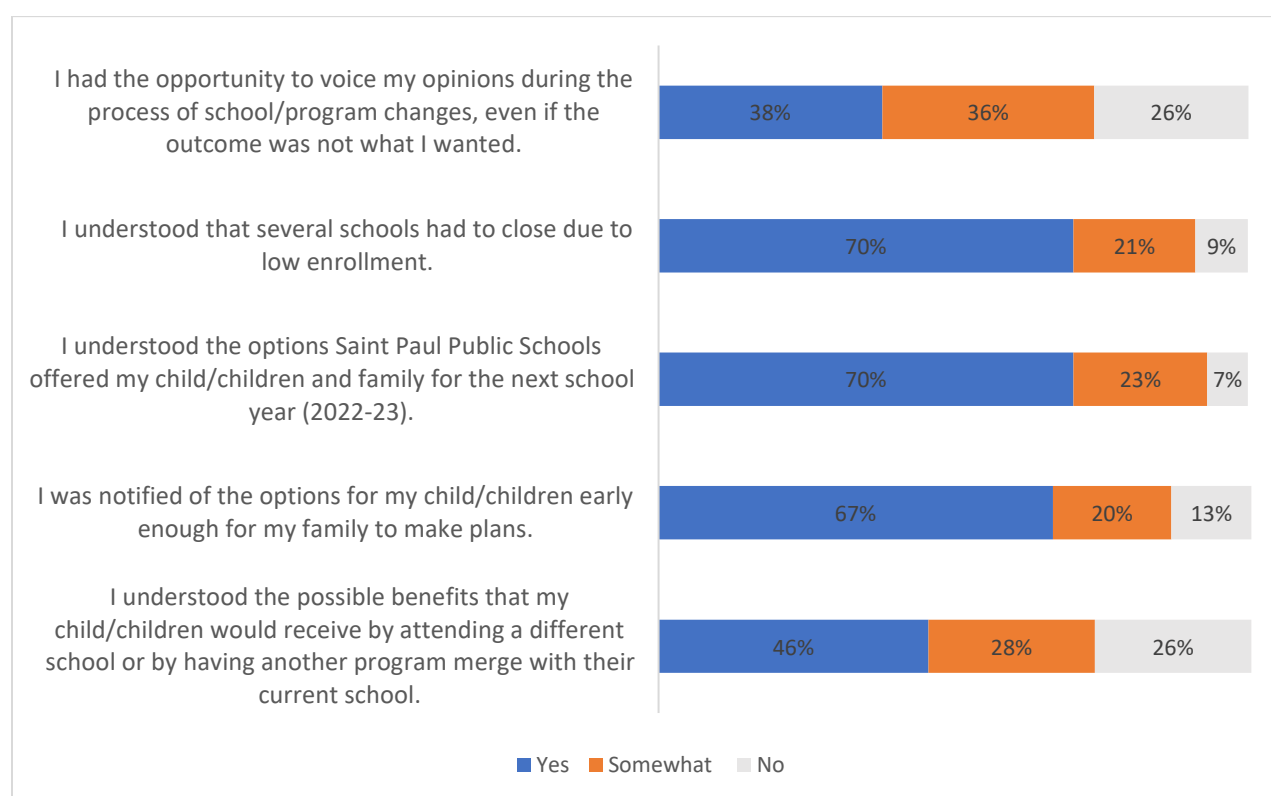


Families that responded *no*, *unsure*, or *some but not all of my children* were offered an opportunity to provide a typed response to “Why might your child/children leave St. Paul Public Schools?”. Several responses were removed because they were irrelevant to their experience with SPPS or Envision, such as comments referencing graduation or moving for non-school-related reasons. The full text of the responses is included in Appendix E. Edits for readability (spelling and grammar) were made. Three of the eight relevant responses directly identified the impacts of Envision SPPS as their reason for leaving.

Parents were asked five questions about their understanding of and experiences with the Envision transition processes. These questions focused on their experiences during the 2021-2022 school year. Response options were *yes*, *somewhat*, or *no*. Most respondents understood why several schools needed to close, what options were being offered to them for their child in the 2022-2023 school year, and felt they had enough time to plan for their family. For each of these, approximately 70% endorsed *yes*, and 20% endorsed *somewhat*. Fewer families felt they

understood the potential benefits of Envision school mergers or could voice their opinions during the process. Twenty-five percent of respondents said *no*, they did not have the opportunity to voice their opinions during the process of school changes, and 36% said they were *somewhat* able to. Only 25% of respondents endorsed *yes* when asked if they understood the possible benefits their child/children would receive by attending another school or having another program merge with their current school.

Figure 2

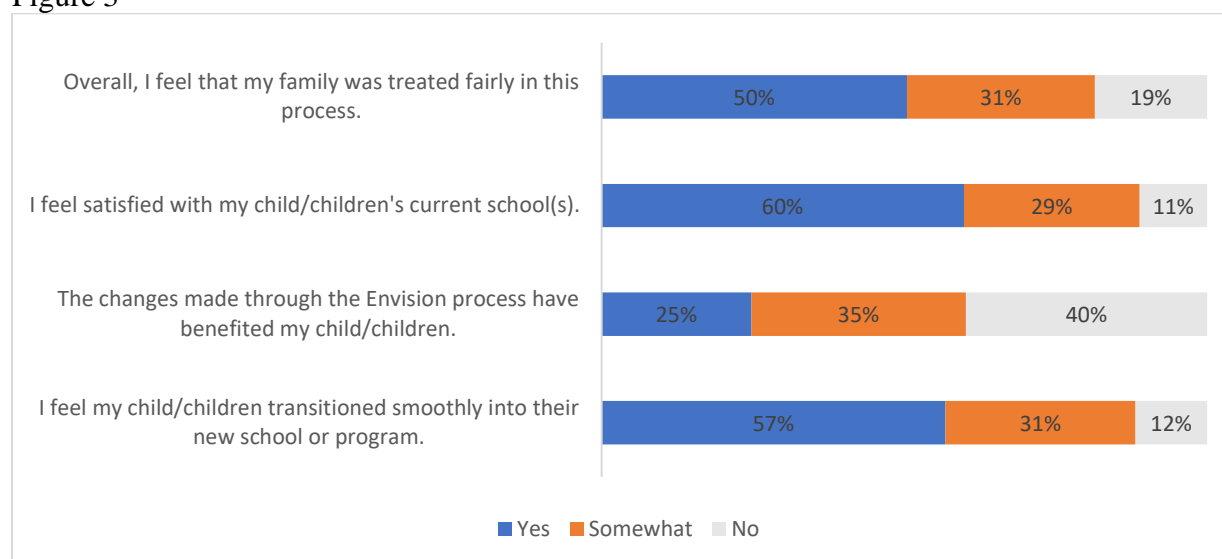


Based on the responses to this question, it is not entirely clear whether families did not understand the potential benefits described by the district or disagreed that these benefits were likely to occur. This is mentioned by a couple of respondents in the open response section.

Families were also asked about their transition experiences during the 2022-2023 school year. Respondents could select *yes*, *somewhat*, *no*, or *does not apply* to each of these prompts.

Does not apply was needed in particular because not all students had to transition to new schools. Fifty percent of respondents said *yes*, they felt treated fairly, and 19% said *no*, they did not feel treated fairly. Thirty-one percent reported feeling treated *somewhat* fairly. Families were somewhat less positive about whether Envision SPPS changes benefited their children. Only 25% of respondents said that these changes benefited their child/children, and 40% reported that the changes did not benefit their child/children. Thirty-five percent reported *somewhat* on this item. Families were more positive on the two questions about their child/children's current school (2022-2023 school year). Approximately 60% feel satisfied with their current school, and approximately 60% of those to whom it applied felt that the transition to their new school or program was smooth. Additionally, approximately 30% of respondents reported *somewhat* for these two measures.

Figure 3



*Note: Responses of *Does Not Apply* were removed from consideration, and percentages were calculated.

Family Survey Open Response Comments

Respondents were given the opportunity to share their experiences or suggestions. They were asked to, "Please provide additional comments on your experiences with these transitions

or suggestions for improvements on how the district can support families if this type of change happens again.” One hundred and ten respondents offered comments in this section.

All of these comments were reviewed by REA staff. Comment length varied from just a few words to approximately a paragraph. Sentiment analysis was conducted using Qualtrics Text iQ. This automated text analysis tool reads responses and assigns an overall sentiment to each. These include *very negative*, *negative*, *neutral*, *positive*, *very positive*, or *mixed* sentiments. Before reporting, these assignments were reviewed by the program evaluator and either confirmed or corrected to reflect the true sentiment of the comment. The sentiment of the majority of comments was *negative* (44%) or *very negative* (32%). *Positive* and *very positive* made-up six percent and four percent of the responses, respectively. The remaining 14% were *neutral* or *mixed*.

The themes in the comments were identified using a qualitative emergent coding process. Each comment was eligible to be included in multiple themes if appropriate. Many comments were off-topic or did not provide specific feedback. Instead, they were used to vent frustration and provide general criticism for SPPS and senior leadership. Additionally, there was a series of comments that were on topic but lack specificity, “Another bad decision by SPPS,” “We will be leaving SPPS by 2024 as a result of the changes”, and “This program was a mistake!”. Although not very actionable, these are worth noting because they indicate the level of frustration some families feel/felt related to this program. The sentiment analysis above also captures the generally negative feelings about Envision.

The most common themes that emerged in this process were

- Promised benefits that did not materialize

- Aside from cost-saving measures, no benefits directly related to my child were ever shared.
- I understand schools had to close due to low enrollment, but the language and actionable items felt vague. "Well-rounded education" was never explicitly explained with actionable steps, and I haven't seen real changes at my children's school (which was not closed but added students).
- School times and transportation issues
 - My child's school hours were altered after the merge with another school. This was not shared with families until the decision was already made.
 - Transportation is hard for a single-working parent. Moreso, with the (change in) school hours.
- Issues at the new schools, particularly around behavior and class size
 - I don't think the district understood the amount of extra support the Envision schools would need. Before Envision, my children would rarely come home telling me about behavior problems interrupting their learning. I also have had to email my child's teacher twice about incidents. I don't blame the kids from the other school. I think all the students were a little unsettled with the change, and some of them needed (need) extra support to help them emotionally navigate this change. It has been nice to have the extra specialists, but my own children can't enjoy this time if the class as a whole is struggling to regulate themselves. I really want to make SPPS work for my kids (we moved here in 2020), but it is gut-wrenching to have your kids come home and tell you how they did nothing in art because the other kids were too crazy or tell you that another child physically attacked them. Thanks so much for this survey.
- Communication and engagement, specifically feeling that communication was unclear and that engagement activities were pro-forma with the decisions already having been made.
 - There was an opportunity to provide comments and ask questions; however, these were shut down, and it was made clear that a decision had already been made. Feedback was solicited but considered.
 - The open communication part of the Envision process felt like a sham. I never felt when giving feedback that [REDACTED] or other school representatives were actually listening to - or cared about - what fellow families or I was saying...
 - "There was no transparency in the process and no chance for meaningful participation in the process for families. The announcement that Cherokee Heights would not be impacted partway through the process served to diminish dissent and participation at the "listening sessions," only to have Cherokee

Heights' Montessori program actually get the ax in the end...Closing schools is always a symptom of a failed district, failed policies, failed leaders.”

Although negative responses were notably more common, a few themes emerged among the positive sentiment comments. Positive descriptions of the communication and process as clear, transparent, or understandable. Several other comments focused on positive feelings toward individual schools, such as, “my child loves his current school.” In addition to these two themes, a couple of parents described changes that were indicative of the promised benefits of Envision being realized for their families.

- So happy that we changed schools, saw the difference immediately in academics and school experiences like field trips and programming.
- Another school’s population came to ours, and as a result, we got a really great, experienced teacher for a class that had been through quite a few teachers in the past couple of years!
- My daughter has an amazing teacher this year, thanks to these changes.

Envision Staff Survey Results

Process and Demographics

The *Envision Staff Survey* was designed to assist in understanding the impacts of Envision on teachers and other staff. Specifically, to what extent are staff satisfied with the process and support they received in employment changes, and to what extent has the Envision program impacted SPPS’ ability to retain high-quality, diverse instructional staff?

The survey was distributed via email on December 6th, 2022, and was available to staff for approximately two weeks. A second participation request was sent approximately one week after the survey opened. To be eligible to receive the survey, staff must have worked in an Envision school during the 2021-2022 school year and still be employed somewhere in the school district during the fall of the 2022-2023 school year. Other than position type,

demographic questions were placed at the end of the survey, and partial completions were counted for the items they responded to. The full survey text is provided in Appendix F.

The survey was distributed to 521 eligible staff. Two hundred and one responses were received. Thirty responses were removed for answering no questions or only one question (position type). This left 171 valid responses, a valid response rate of 33%.

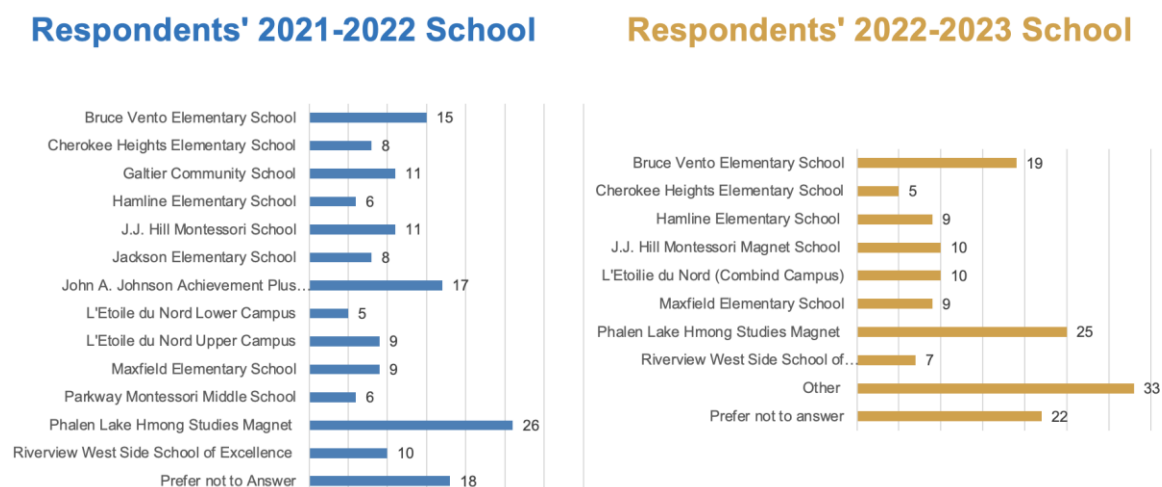
Table 2

| Position | Number of respondents | Percent of respondents |
|---|------------------------------|-------------------------------|
| Licensed Teacher | 136 | 79.5% |
| Educational Support Staff (e.g., social worker, counselor, school psychologist) | 18 | 10.5% |
| Teaching Assistant | 12 | 7.0% |
| Educational Assistant | 5 | 3.0% |

Respondents represented many schools and job types. Licensed teachers made up the majority of respondents, followed by educational support staff. Teaching Assistant and Educational Assistant participation rates were lower.

All 2021-2022 school year Envision schools and all but one 2022-2023 Envision school had at least five respondents. Approximately 10% of respondents indicated that they preferred not to share where they worked during the 2021-2022 school year, and approximately 15% preferred not to share their current school. This may indicate staff worrying about how the information will be used if they will be identified, or a general lack of trust. As indicated by the other category in the 2022-2023 school graphic, a notable subset of respondents (N=33) work elsewhere in the district and are no longer at an Envision school.

Figure 4



Staff were also asked to share their race and/or ethnicity. This was done primarily to assess the extent to which the survey reached all staff; therefore, the extent to which results are generalizable. Race or ethnic groups with five or fewer responses were suppressed in this chart to help ensure staff anonymity.

Table 3

| Race/Ethnic group | Percent | Count |
|---------------------------------------|---------|-------|
| American Indian or Alaska Native | | <5 |
| Asian | 13.57% | 19 |
| Black or African American | 6.43% | 9 |
| Hispanic, Latino or of Spanish origin | 3.57% | 5 |
| Native Hawaiian or Pacific Islander | | <5 |
| White | 79.29% | 111 |

*respondents could select more than one group so percentages may total to more than 100%

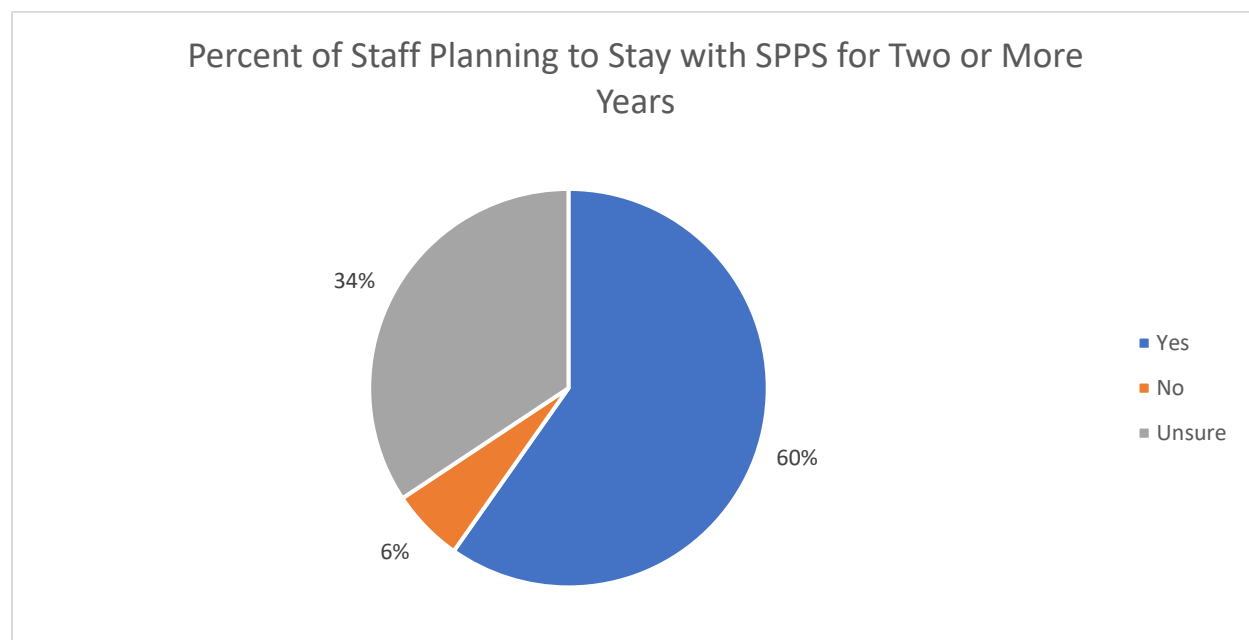
** response categories with less than five are suppressed

Staff Survey Responses

Staff were asked about their future plans to measure staff satisfaction and provide insight into longer-term retention. They were asked if they planned to stay with SPPS for at least two years after this school year (2022-2023). A majority of staff report planning to stay at least two more years. Approximately a third of respondents were unsure if they would stay. Six percent of

staff said no, they would not. In terms of retention, these results are less strong than those of the family survey. There were many more staff who reported being unsure than families.

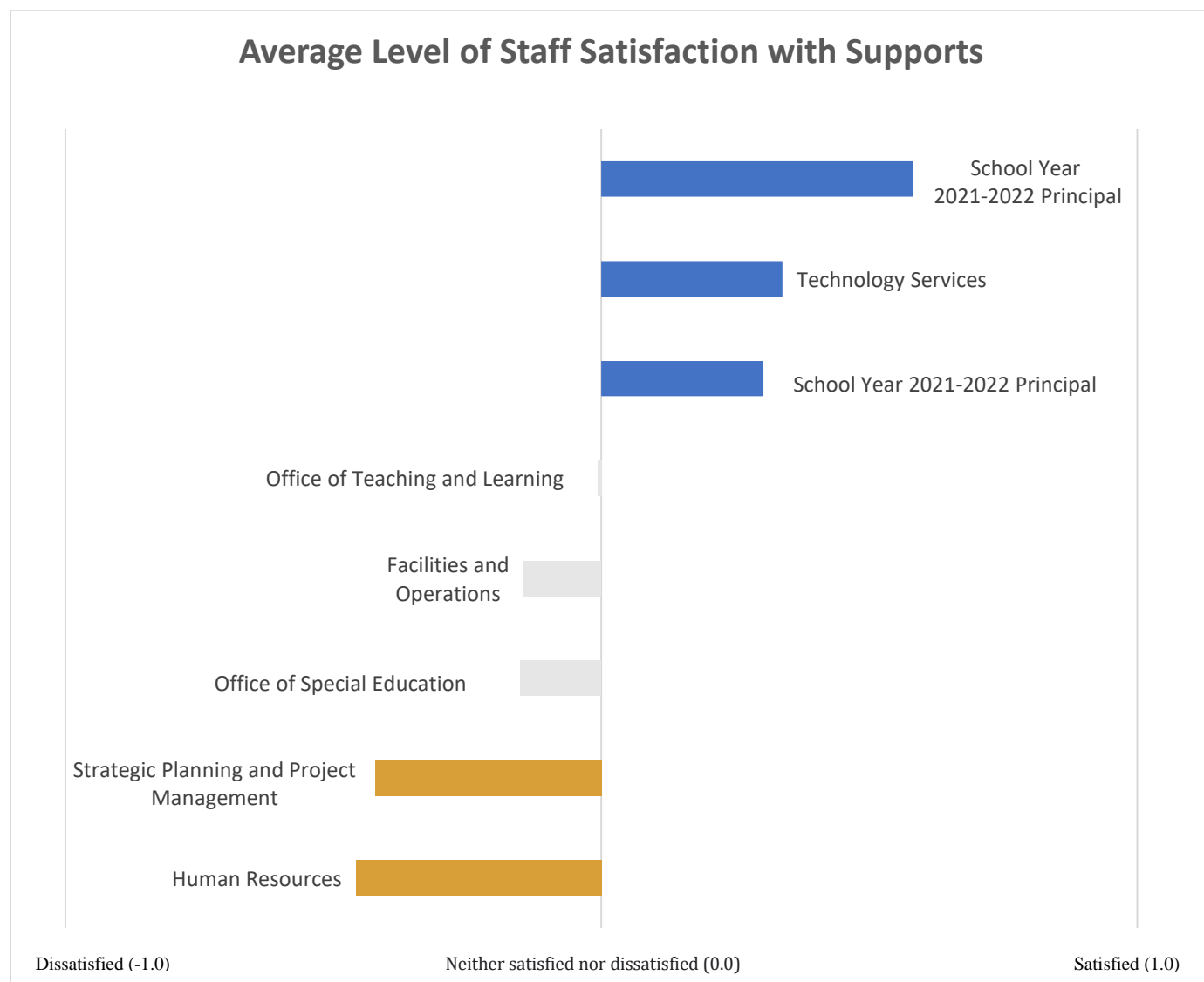
Figure 5



Staff were presented with a series of rating scale questions addressing their experiences and satisfaction with different aspects of the Envision process. Staff rated their satisfaction with the support they received from each of the following groups, Office of Teaching and Learning, Office of Special Education, Technology Services, Human Resources, their 2021-2022 Principal, Strategic Planning and Project Management, Facilities and Operations and their 2022-2023 Principal. The order was randomized for each respondent to prevent order effects. Staff could select that they were *Satisfied*, *Neither Satisfied nor Dissatisfied*, *Dissatisfied*, or *Does Not Apply* for each option. Scores were averaged by coding *Neither Satisfied nor Dissatisfied* as 0, *Satisfied* as 1, and *Dissatisfied* as -1. The highest average score possible would be 1 if all respondents endorsed *Satisfied*. The lowest possible score would be -1 if all respondents endorsed *Dissatisfied*. A score of zero indicates a neutral score either all respondents endorsed *Neither*

Satisfied nor Dissatisfied or an equal number of respondents selected *Satisfied* as selected *Dissatisfied*.

Figure 6



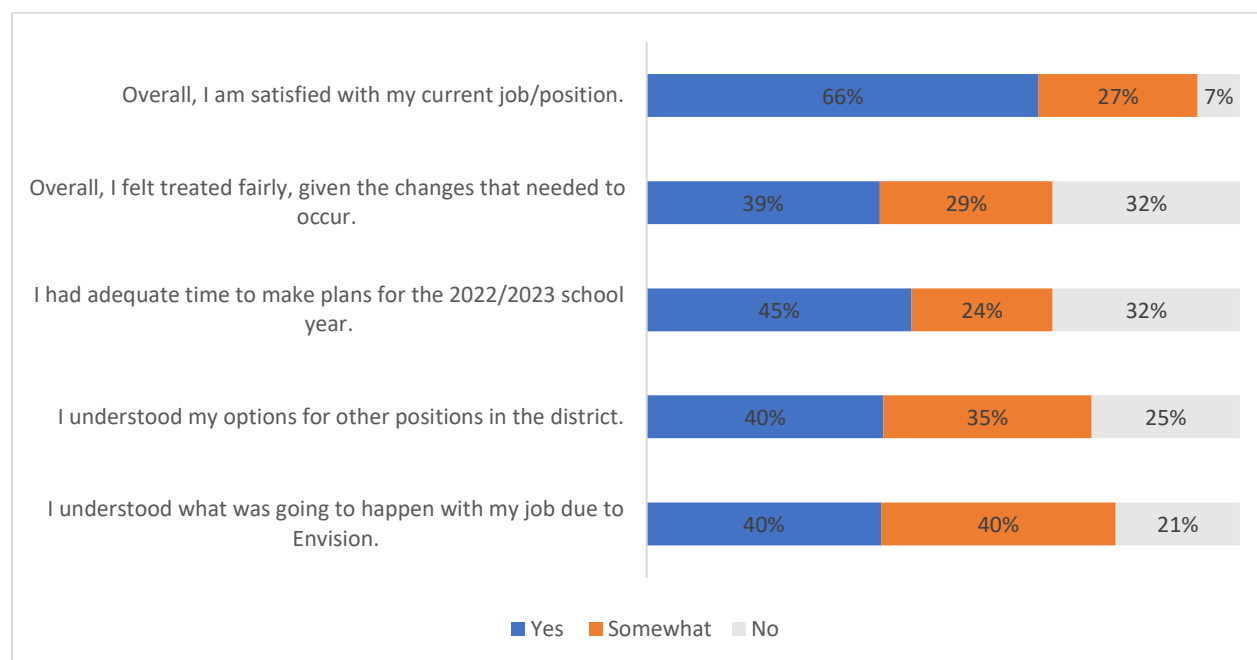
On average, staff felt most strongly about their current principals (positive, satisfied with the support) and Human Resources (negative, dissatisfied with the support). Generally, staff felt satisfied with the support they received from Technology Services and their School Year 2021-2022 Principal. Staff felt approximately neutral about The Office of Teaching and Learning and nearly neutral about Facilities and Operations and the Office of Special Education. Staff felt

dissatisfied with the support they received from Strategic Planning and Project Management, the Office of Special Education, and Facilities and Operations. Nearly 30% of respondents selected *does not apply* for the Office of Special Education. This is an expected finding, given the nature of special education services. Overall, staff report feeling supported by their principals and technology services and unsupported by district offices.

Perceptions of the transition process

Staff were asked about their current job/position satisfaction, if they felt they were treated fairly, and if they had adequate time to plan for the 2022-2023 school year. They were also asked two questions about their understating of what would happen due to Envision. Most staff endorsed *Yes* when asked if they were satisfied with their current position (66%). An additional 27% said they were somewhat satisfied, leaving seven percent of respondents who said *no*, they were not satisfied. Approximately a third of staff indicated they did not have enough time to make plans or did not feel treated fairly. Seventy-five to eighty percent of staff selected *Yes* or *Somewhat* for the two questions about their understanding of what will happen with their job and their options for other positions. Based on these questions, staff are generally satisfied with their current position (the outcome) and dissatisfied or at least less satisfied with the process. Staff who had their job cut or voluntarily left the district were not eligible to take the survey. Those who left the school district due to job cuts likely have more negative opinions about the Envision program and transition process. Information about the number of staff that left the district is included in the staff retention analysis (pending completion).

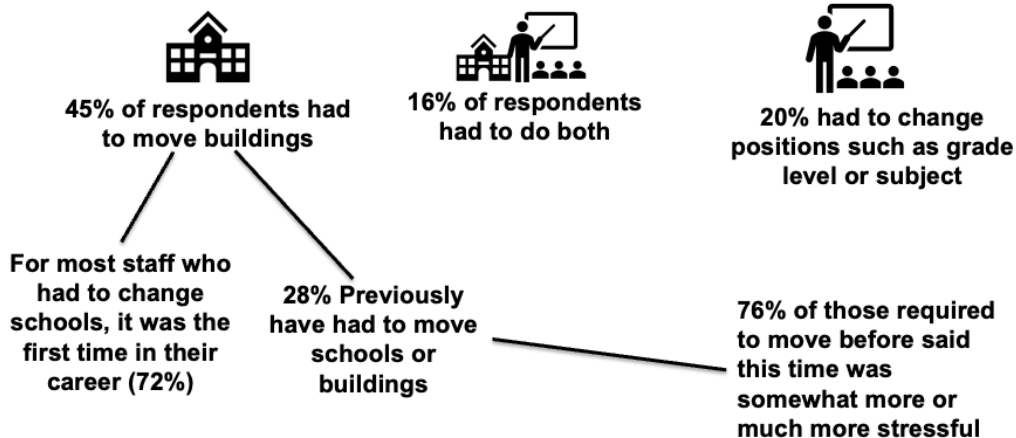
Figure 7



Staff Moves and Position Changes

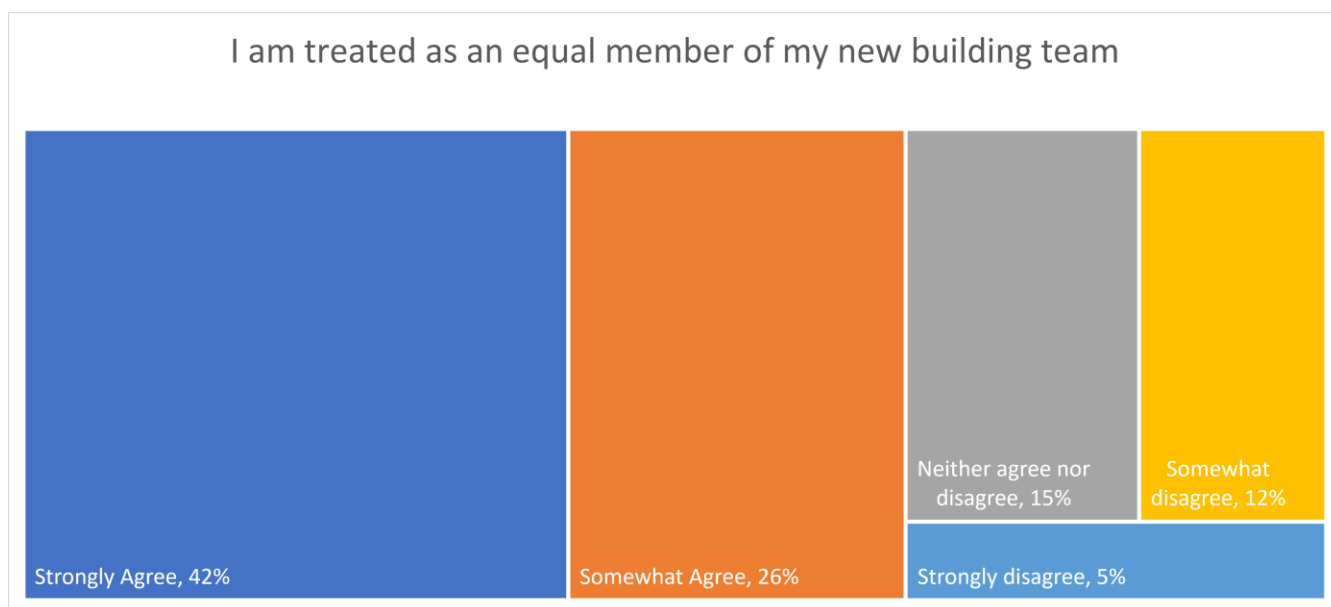
Most staff that worked at Envision schools could keep their position and stay at the same school. Although many respondents had to move schools due to Envision (45% of respondents), far fewer were required to change positions, such as what grade level they teach (20% of respondents). Twenty-seven respondents (16%) reported being required to change both schools and positions. For most staff that had to change schools due to Envision, it was the first time in their career that they had been required to move (N=54, 72%). Among those previously required to move (N=21), the vast majority found the transition due to Envision *somewhat more* or *much more* stressful than their previous transition (N=16). No staff rated the Envision SPPS transition as somewhat or much less stressful.

Staff Moves and Position Changes



Staff who were required to change schools were asked if they agreed or disagreed that they were treated as an equal member of their new building team. Sixty-Eight percent of the staff that moved buildings *agree* or *strongly agree* that they are treated as an equal member of their new building team. Seventeen percent *disagreed* or *strongly disagreed*, and fifteen percent *neither agreed nor disagreed*.

Figure 8



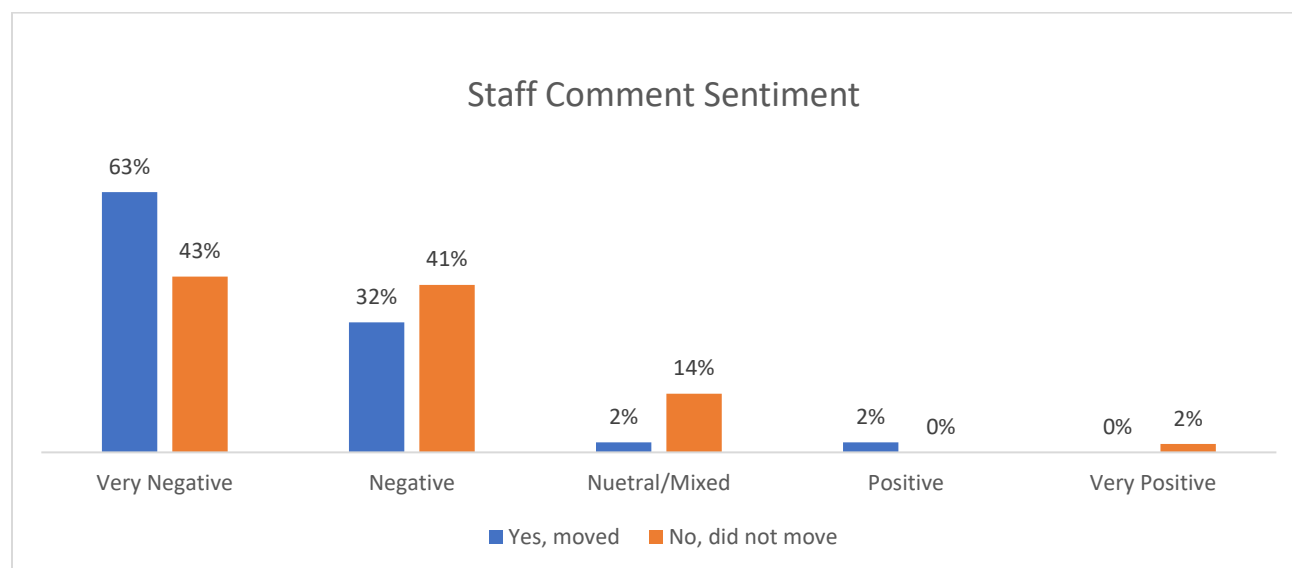
Staff Survey Open Response Comments

Staff had the opportunity to provide more information about their experience or suggestions for improvements. Specifically, they were asked to “Please provide additional comments on your experiences with these transitions or suggestions for improvements on how the district can support staff if this type of change happens again.” This question had an open response text box that staff could type into. Eighty-eight of the respondents submitted written comments.

All of these comments were reviewed by REA staff. The analysis process was the same as with the *Envision Family Survey*, starting with sentiment analysis. Sentiment analysis was conducted using Qualtrics Text iQ. This analysis tool reads all the comments and based on a language learning algorithm applies one of six sentiments to each comment, *very positive*, *positive*, *neutral*, *mixed*, *negative*, or *very negative*. These are then reviewed and confirmed by REA staff. Thematic coding was also conducted to identify common themes using a qualitative emergent process. Each comment was eligible to be included in multiple themes if appropriate.

The sentiment analysis identified most comments as *negative* (37%) or *very negative* (52%). Ten percent of responses were coded as *mixed* or *neutral*. A single, *very positive* comment was also left. There were not any positive comments. There were notable differences between the average sentiment for those who did versus did not have to move buildings due to Envision. As might be expected, on average, the sentiment was more negative among those who had to change buildings.

Figure 9



Staff responses tended to be longer on average than those received in the *Envision Family Survey*. It was also common for individual comments to cover several themes or topics. This made the thematic coding process more challenging, but a handful of strong themes did emerge. In addition to the primary themes discussed below, there was an overall tone or secondary themes of feeling unheard and a lack of support for staff. This is cut across the multiple primary themes discussed below. Many respondents felt that their opinions and concerns were not solicited or listened to, and they did not receive the support they needed, “I felt like there was a severe lack of support for this transition. The merging of the cultures of the two schools is a huge job that was never properly addressed...”

Several themes were quite related to each other and cannot be entirely disentangled. For example, it is not possible to entirely disentangle the themes of communication transparency and Human Resources (HR) problems. Many comments about problems with Human Resources were at least partially communication issues or a lack of clarity on what would happen. This is not surprising but indicates that attempts to address these comments or improve these processes will

need to be a partnership between Human Resources staff, project/district leadership, and potentially district communications staff.

The two most commonly identified themes among comments were Communication issues and Human Resources process problems. More than half of all responses included at least one of these two themes. Related to the theme of communication, staff seemed very upset about how some of them were informed that their school would be closing.

As a staff, we didn't find out about the closing until we were putting the notes into backpacks at the end of the day. The statement that 'involved parties were contacted prior to the notes' was false.

Openly communicate about changes that are being made before sending notes home to families about the changes to allow time for teachers and staff to process the information in order to be a sound solid figure for students and families. It was unfair to find out that the school would potentially be closing by putting notes into backpacks on the way to busses and being told don't read it...Conversations were had about us not with us.

Additionally, there was an overall feeling that the process was unclear, and those who were specified to communicate with building staff did not have definitive, correct information to share.

We kept getting different information from people because nobody knew the answers. It was like all those making the Envision plan never spoke to each other. They all just made up answers or said they'd check and never got back to us. The entire school year was more stressful then it needed to be. We went from no worries, the buildings will just merge to you don't have a job, you need to apply, to there will be a seniority list. That is way too stressful and unnecessary.

Finally, within the communication theme, there was a desire to have more visible and active participation of district-level staff and administrators.

District representatives should be at closing schools to inform, talk to, and listen to families and staff members.

The lack of transparency throughout the entire process was horrible. Not one district person came to our building to discuss things (superintendent, school board, etc.).

Within the Human Resources process problems theme, many comments discussed staff having to participate in an interview and selection process instead of being placed or chosen by seniority.

Changes within our building were not done by seniority. Admin placed staff based on personal friendships and family connections.

There were people in our building who were given positions that should have gone to the person with more seniority and the principal handled it by saying they can do whatever they want to do.

Commenters also discussed unclear and changing messages related to what would happen to their jobs and lack of responsiveness.

Post jobs and do interviews before the end of the school year. Human resources needs to answer questions in a timely manner.

It was very unfair. HR gave a presentation to us in January telling us that the staff would be merged with our current school based on seniority. This did not happen. In March, HR emailed us to say essentially, "nevermind"- all teachers will need to interview and select.

HR needs to be clear on next steps for staff before announcing what will happen; we heard 3 different things from HR in the months leading up to the end of the school year.

The remaining themes identified in order of frequency were,

- Moving issues
- Physical building issues
- New school, behavior issues, lack of preparedness for the change

For moving issues, most related to time and support around packing and unpacking materials.

Staff noted that they were given paid time to pack but not time to unpack or prepare their new classrooms. According to several staff, this meant there was a lot of unpaid work time put in by teachers over the summer. Additionally, there was some confusion and displeasure about what the district would or would not move for teachers.

Comments about physical issues with the new buildings included too small of spaces for offices, classrooms, and small group services. Inadequate parking, pick-up/drop-off, and buss

space were also discussed by multiple staff. Other concerns included fuses blowing in office spaces and inadequate bathrooms for young children.

The merging process was absurdly stupid. District facilities leaders suggested insane solutions - like shuttling teachers daily to and from school from a different parking lot. The building we are in is not appropriate for our youngest students. We have insufficient bathrooms. Kindergarten classrooms without sinks. Etc.

Some staff commented on challenges with transitioning students and behavior issues due to the new larger population of students. Still, these comments were fewer in number than those on the *Envision Family Survey*. Related to both challenges with the new merged population and support from district staff, one respondent requested more training on working with Multi-Language Learners (MLL) and MLL families because their student population suddenly changed, and they were not prepared with the skills for this.

Although there were not enough positive or very positive comments to develop themes, this comment does demonstrate the potential positive impact of well-planned supports for staff,

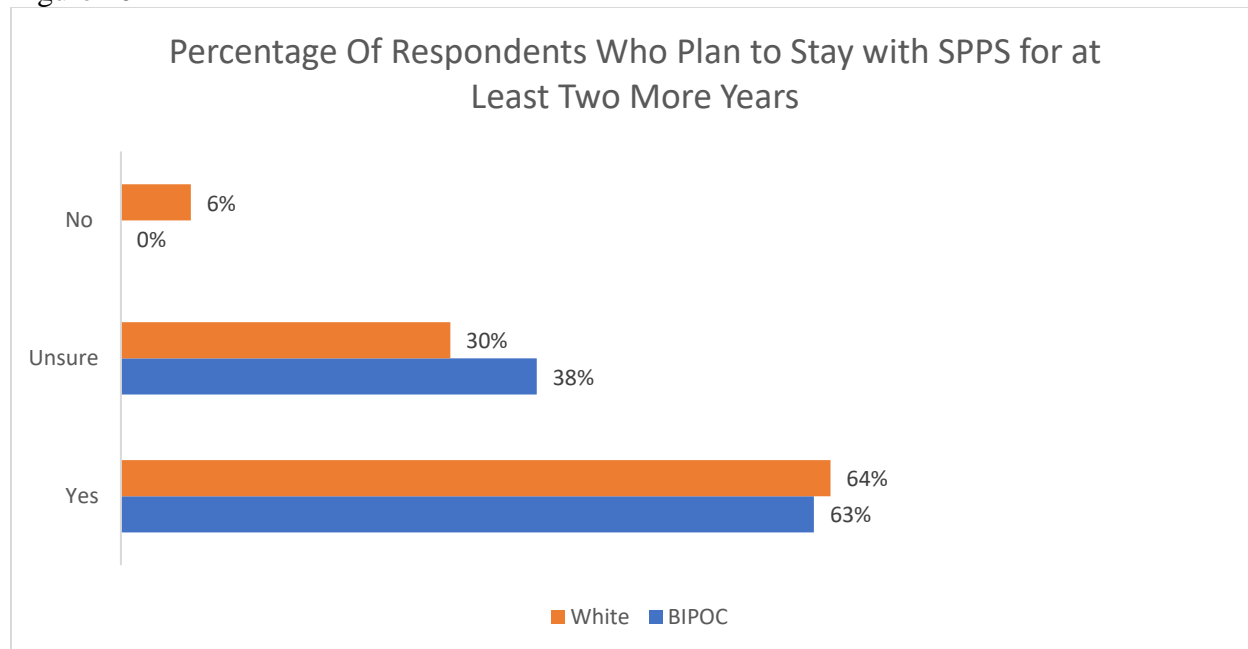
I teach at Phalen and Jackson was merged into our school. Our 22-23 staff - Phalen and Jackson staff moving to Phalen - attended a staff day retreat together. It was truly a FANTASTIC experience and set the stage for a new cohesive/blended community with shared goals. I thank our Admin and the day retreat contributed to a successful transition.

Staff Differential Impact Analysis

Further analysis was conducted to investigate possible differential impacts on staff based on race or ethnic identity. Identifying and minimizing differential impacts on the basis of race/ethnicity is essential to maintaining a highly qualified and diverse workforce. Of the 172 staff that responded to this survey, 32 (18.6%) self-identified as members of at least one of the five non-White race and ethnic groups, hereafter referred to as BIPOC (Black, Indigenous, and People of Color). Due to the small number of respondents within some racial/ethnic groups, the exact numbers per group were not reported to maintain anonymity. To consider differential

impacts on BIPOC staff, subsets of staff identified as White and BIPOC (non-White) were compared on key measures of the survey.

Figure 10



Similarities:

- White and non-white teachers reported similar levels of feeling supported and which groups they felt more and less support from.
- White and BIPOC staff reported similar plans for staying with or leaving the school district.
- Among those who were required to change schools, similar percentages of BIPOC and white staff reported being treated as equal members of their new building team. BIPOC staff were slightly more likely to agree that they were treated as equal members of their new building teams and slightly less likely to disagree compared to white staff.
- Both staff groups reported understanding their options for other positions in the district and their overall satisfaction with their current job at similar levels.

Differences:

- More BIPOC staff, as a percentage, were required to move schools or change positions compared to their white peers.
 - Taken together, 63% of BIPOC respondents had to change schools or positions, compared to 39% of white respondents
 - 56% of BIPOC respondents had to move schools compared to 41% of white respondents
 - 28% of BIPOC respondents had to change positions compared to 18% of white respondents
 - BIPOC teachers reported yes or somewhat less often on the following measures compared to white staff
 - I understood what was going to happen with my job due to Envision.
 - I had adequate time to make plans for the 2022-2023 school year.
 - Overall, I felt treated fairly, given the changes that needed to occur.

Table 4

| Measure | Group | Yes | Somewhat | No |
|---|-------|-----|----------|-----|
| I understood what was going to happen with my job due to Envision. | White | 43% | 35% | 22% |
| | BIPOC | 34% | 53% | 13% |
| I had adequate time to make plans for the 2022-2023 school year. | White | 52% | 23% | 26% |
| | BIPOC | 28% | 38% | 34% |
| Overall, I felt treated fairly, given the changes that needed to occur. | White | 45% | 30% | 25% |
| | BIPOC | 28% | 31% | 41% |

Some of these observed differences may be related to higher numbers of BIPOC teachers being required to move schools or change positions. To investigate this hypothesis, an analysis was conducted on a subset of white staff who were required to move schools or change positions.

Table 5

| Measure | Group | Yes | Somewhat | No |
|---|-------------------------------------|-----|----------|-----|
| I understood what was going to happen with my job due to Envision. | White (move/change position subset) | 26% | 36% | 38% |
| | BIPOC | 34% | 53% | 13% |
| I had adequate time to make plans for the 2022-2023 school year. | White (move/change position subset) | 32% | 28% | 40% |
| | BIPOC | 28% | 38% | 34% |
| Overall, I felt treated fairly, given the changes that needed to occur. | White (move/change position subset) | 26% | 24% | 50% |
| | BIPOC | 28% | 31% | 41% |

Although not causal in nature, this comparison provides evidence to the hypothesis that some of the differences in BIPOC staff reports of having adequate time, knowing what will happen to their jobs, and feeling of being treated fairly may be related to the higher percentage of BIPOC staff that were required to change positions or schools. The largest differential impact between BIPOC and white staff was that more BIPOC staff had to move schools and or change positions.

Envision Student Retention Analysis

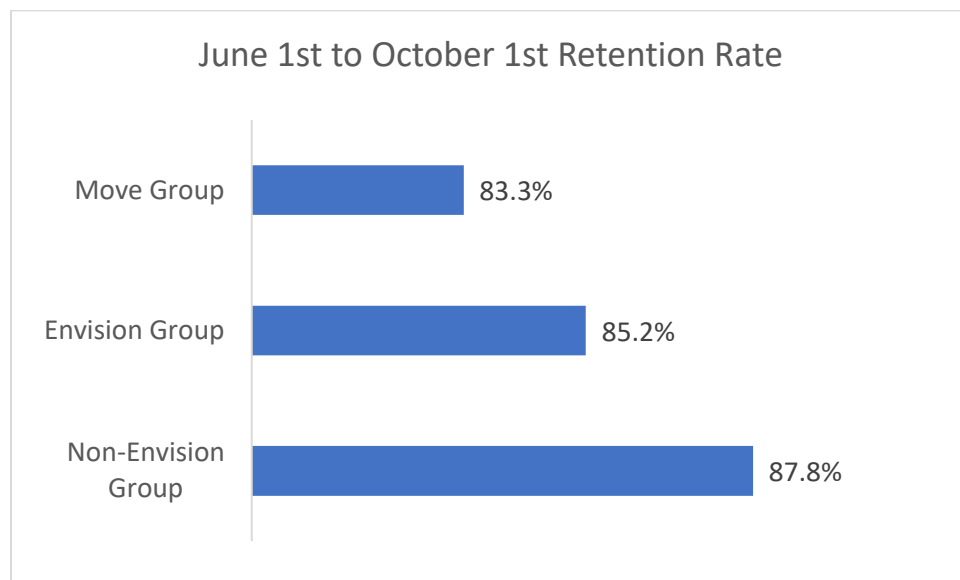
Due to Envision SPPS, at least some students from six schools were required to move physical locations. An analysis of school and district-level enrollment data was conducted to assess the impacts of Envision on SPPS student retention. Specifically, were students who were impacted by Envision SPPS more likely to leave the St. Paul School District than their peers? Students who were displaced from their school or had to move physical locations are of particular interest as they are the most impacted by the Envision SPPS.

At least some students at Cherokee Heights Montessori, Galtier Elementary, Jackson (Community and Hmong Dual Emersion), John A. Johnson Elementary, L'Etoie du Nord French Immersion lower campus, Riverview (Community only) had to move schools (physical sites) due to Envision. For this analysis, students in these schools and programs were labeled the *move group*. The *Envision group* indicates all students impacted by Envision SPPS, including students who had to move schools and students who did not have to move but had other students merge or co-locate to their existing schools. Students who were not impacted by Envision SPPS were labeled the *non-Envision group*.

The June 1, 2022 enrollment and October 1, 2022 enrollment files were used for this analysis. Based on the June 1st file, 732 students were displaced or had to move buildings due to Envision SPPS. As of October 1st, 2022, 610 of these students remained enrolled in the St. Paul

school district. This gives a retention rate of 83.3%. For comparison, non-Envision schools serving the same grades had a retention rate of 87.8% across the same time period. The Envision group had higher retention than the *move group* but lower than the *Non-Envision group*, 85.2%.

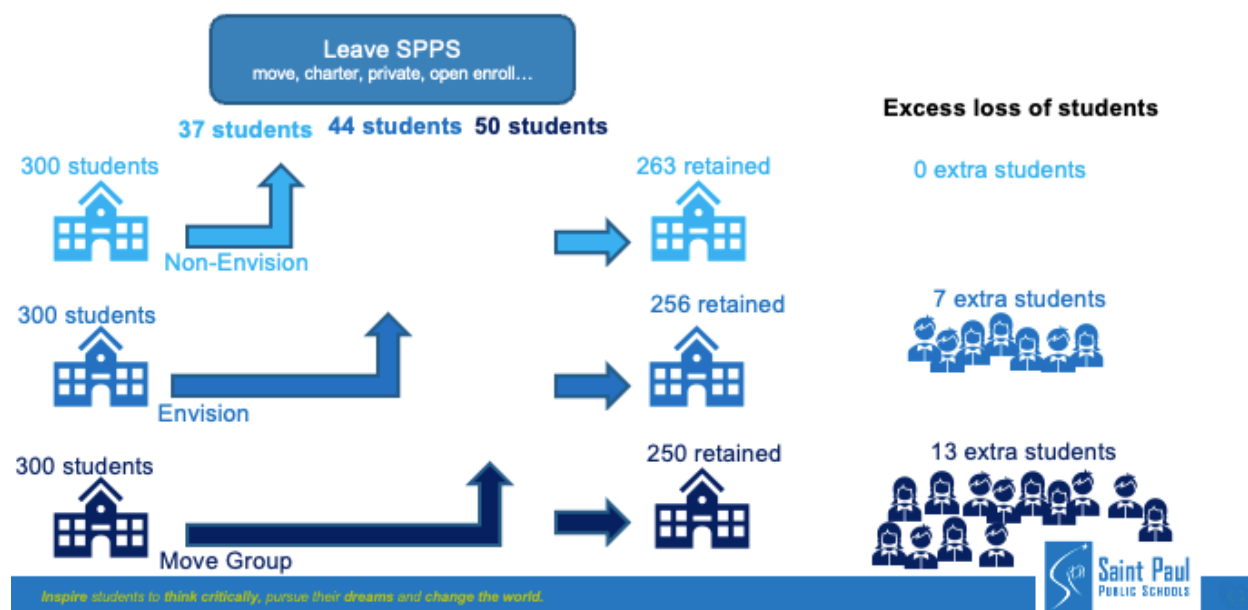
Figure 11



*This graph and analysis only address with retention of specific students. It does not include information about students who enter SPPS or address net enrollment.

To help understand the impact of these differences in retention rates, an example is included of imaginary schools with 300 students. For the Non-Envision school, we expect 37 students to leave the district between June 1st, 2022, and October 1st, 2022, and 263 students to remain in SPPS. For an Envision school, we would expect 44 students to leave, and if it were a move-group school, we would expect 50 students to exit SPPS.

Student Retention Example Schools with 300 Students

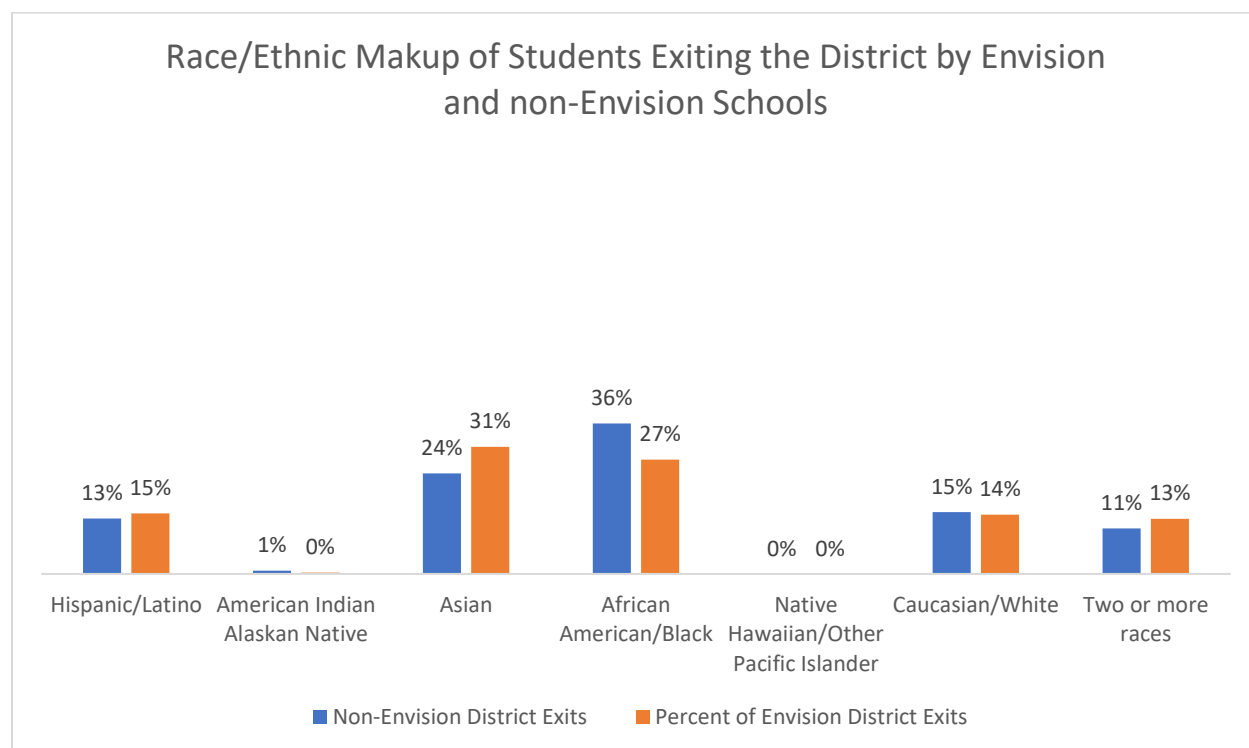


Based on this analysis, for an Envision school with an enrollment of 300, we would expect seven excess district exits/disenrollments SPPS due to the Envision program. For a school with an enrollment of 300 that closed or otherwise required students to move physical locations, we would expect 13 excess district exits/disenrollments due to Envision SPPS.

Demographics Of District Exits

To explore the potential differential impacts of Envision, the demographics of students who left the school district between June and October were compared for Envision and non-Envision schools.

Figure 12



Only small differences are seen in the demographic makeup of students who exited the district from Envision schools vs. non-Envision schools. Specifically, African American/Black students made up a higher percentage of non-Envision school exits, and Asian students made up a higher proportion of exits from Envision schools. The magnitude of these differences was small to moderate. This analysis does not show strong evidence of differential impact based on race or ethnic group.

Future Evaluation Report Sections

The following sections will be included in the final comprehensive Envision SPPS evaluation report. This will be available summer of 2023.

- Envision distance/transportation analysis
- Analysis of well-rounded education in Envision SPPS schools
- Principal interviews
- Staff retention analysis

Appendix: A Truncated Example of a Progress Monitoring Report

For the full report, see Board Book May 24th, 2022.



CONTENTS

[ALL SITES](#)

[AREA A](#)

[AREA C](#)

[AREA D](#)

[AREA E](#)

[AREA F](#)

[NEW PROGRAMS](#)

NOTE: Individual **School Transition Plans** are included as links under each school section below. Please see the plans for details on communication and engagement activities at each school community.

ALL SITES

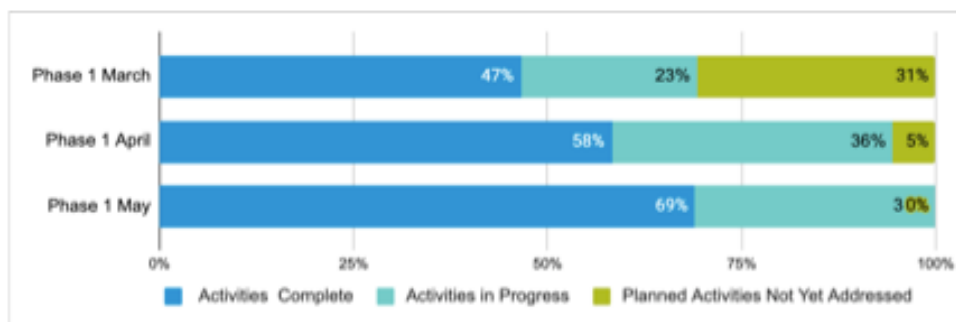
Envision SPSS Implementation

| | | | | |
|--|--------|--------|--------|-------|
| Phase 1. Individual school communities build understanding/healing + support personal choices | Winter | Spring | Summer | Fall+ |
| Phase 2. Sending and receiving school communities jointly plan for change, build relationships and community | Winter | Spring | Summer | Fall+ |
| Phase 3. Staff/administration develop and implement financial, instructional, and operational plans | Winter | Spring | Summer | Fall+ |
| Phase 4. School communities implement new programs, assess and plan next steps, and continue building together. | Winter | Spring | Summer | Fall+ |

All Closing/Merging Schools: Implementation Progress

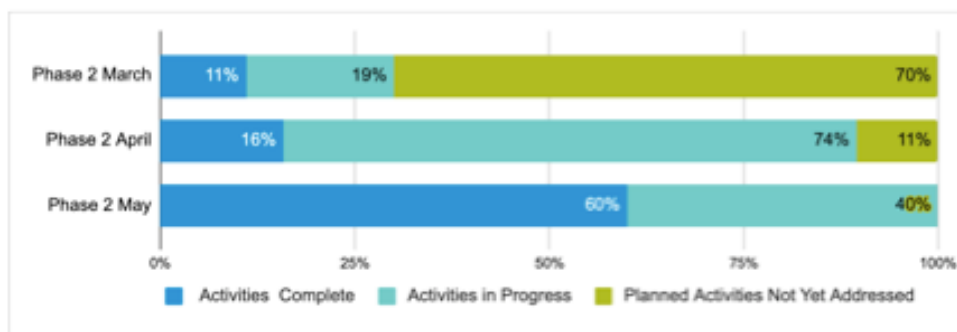
Phase 1.

Individual school communities build understanding/healing and support personal choices



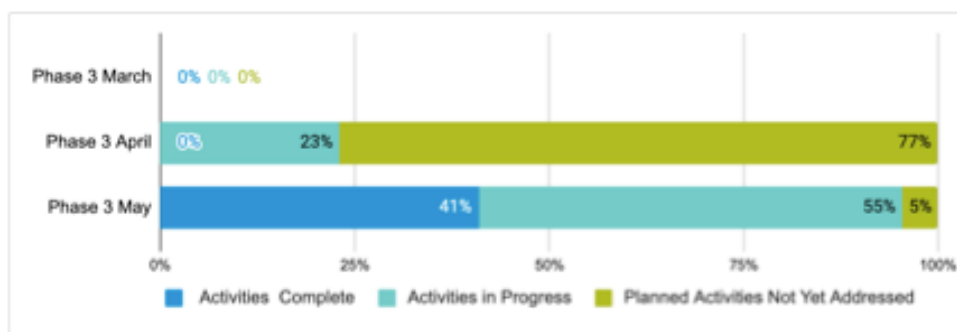
Phase 2.

Sending and receiving school communities jointly plan for change and build relationships and community



Phase 3.

Staff/administration develop and implement financial, instructional, and operational plans



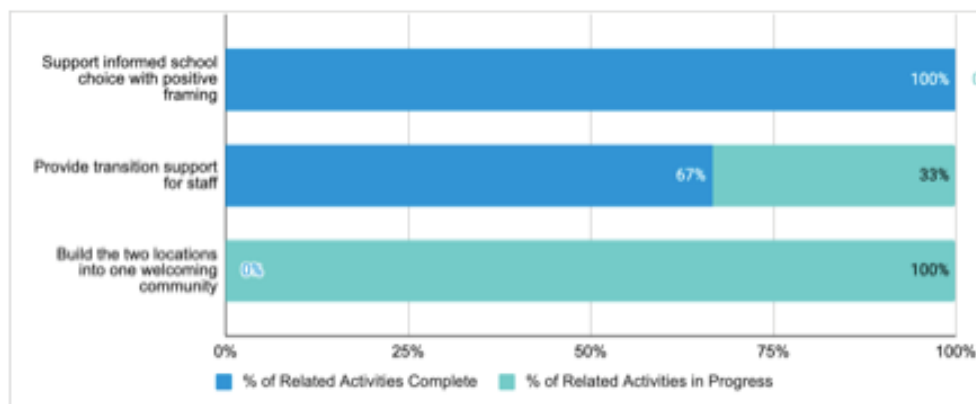
AREA A

L'Etoile du Nord French Immersion (LNFI) Transition Plan: activities completed as of 5/24/2022

LINK: L'Etoile du Nord French Immersion (LNFI) [Transition Plan](#), [Meeting Notes](#)

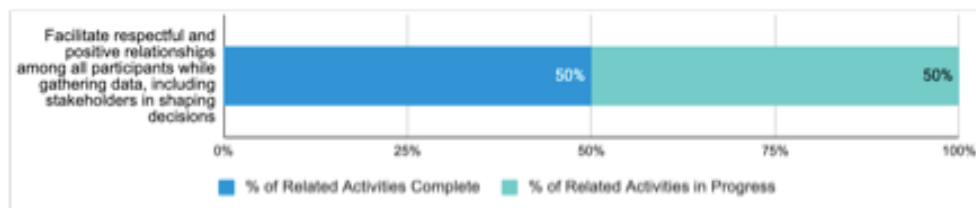
Phase 1.

Individual school communities build understanding/healing and support personal choices



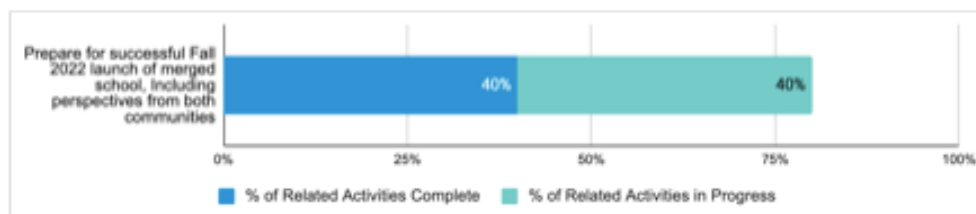
Phase 2.

Sending and receiving school communities jointly plan for change and build relationships and community



Phase 3.

Staff/administration develop and implement financial, instructional, and operational plans



Appendix B:

Evaluator Positionality and Potential Biases

Michael Dosedel was the lead evaluator on this project. He is an internal evaluator for the St. Paul Public school District. He holds a Master's degree in Quantitative Methods in Education with a specialization in Program Evaluation and a Master's degree in Special Education.

Professionally, before working as an SPPS program evaluator, Michael Dosedel worked as a K-12 special education teacher, including student teaching at St. Paul public schools but not at any of the schools or programs involved in Envision SPPS. He does not currently, nor previously has attended or had close family members who have attended any of the St. Paul Schools involved in Envision SPSS. He joined the St. Paul school district in January of 2022, meaning he was not present for the initial phases of the Envision project, including problem identification, data analysis, and planning related to which schools would be merged, co-located, or closed.

Michael's involvement with this project began during the implementation phases 1 and 2 and continued through the completion of all project phases and evaluation and reporting on intended outcomes.

Appendix C: Envision Family Survey Full Text

EMAIL COPY (FAMILY)

Subject: Family Survey About Envision SPPS

Dear Saint Paul Public Schools Families,
Last school year, Saint Paul Public Schools implemented an initiative called Envision SPPS to align the district's resources, buildings and programs. As part of this plan, several low-enrollment schools or programs either relocated, merged or closed at the end of school year 2021-22.

We are inviting families whose child/children's school was impacted by Envision SPPS to complete a survey and share your family's experiences of either changing schools or having another program merge with your child's school.

[Click here to complete the survey.](#) It should only take a few minutes to complete and responses are anonymous. The survey will close after Friday, December 16.
Thank you for your time and thoughtful responses.

Envision SPPS Family Survey

Last school year, Saint Paul Public Schools implemented an initiative called Envision SPPS to align the district's resources, buildings and programs. As part of this plan, several low-enrollment schools or programs either relocated, merged or closed at the end of school year 2021-22.

You are invited to complete this survey because your child/children's school was impacted by Envision SPPS by either closing, moving, or another school or program joining or merging with your child's school. This survey is intended for you to share your family's experiences with these transitions.

Please complete this survey by Friday, December 16. It should only take a few minutes to complete and responses are anonymous.

Q1: My child/children will continue to attend Saint Paul Public Schools for at least two more school years after this year.

- a. Yes
- b. No
- c. Some but not all of my children
- d. Unsure

Q2: Why might your child/children leave Saint Paul Public Schools?

Q3: Think about last school year (2021-22) when responding to the following statements.

- I had the opportunity to voice my opinions during the process of school/program changes, even if the outcome was not what I wanted.
- I understood that several schools had to close due to low enrollment.

- I understood the options Saint Paul Public Schools offered my child/children and family for the next school year (2022-23).
- I was notified of the options for my child/children early enough for my family to make plans.
- I understood the possible benefits that my child/children would receive by attending a different school or by having another program merge with their current school.

- a. Yes
- b. Somewhat
- c. No

Q4: Think about this school year (2022-23) when responding to the following statements.

- I feel my child/children transitioned smoothly into their new school or program.
- The changes made through the Envision process have benefited my child/children.
- I feel satisfied with my child/children's current school(s).
- Overall, I feel that my family was treated fairly in this process.

- a. Yes
- b. Somewhat
- c. No
- d. Does not apply

Q5: Please provide additional comments on your experiences with these transitions or suggestions for improvements on how the district can support families if this type of change happens again.

Demographic Information:

Q6: How many children do you have who currently attend Saint Paul Public Schools?

- 0
- 1
- 2
- 3
- 4 or more

Q7: What is your child's/children's racial identity and/or ethnicity?

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic, Latino or of Spanish origin
- Native Hawaiian or Other Pacific Islander
- White

- A. Yes
- B. No

Thank you for your time and thoughtful responses. If you have any questions or concerns, please contact michael.dosedel@spps.org.

Appendix D: Data Tables for Included Figures

Table D1 - Data table for figure 1

| Question Text | Yes (N) | No (N) | Unsure (N) | Some but not all of my children (N) |
|--|---------|--------|------------|-------------------------------------|
| My child/children will continue to attend Saint Paul Public Schools for at least two more school years after this year | 216 | 6 | 40 | 8 |

Table D2 – Data table for figure 2

| Question Text | Yes (N) | Somewhat (N) | No (N) |
|---|---------|--------------|--------|
| I had the opportunity to voice my opinions during the process of school/program changes, even if the outcome was not what I wanted. | 94 | 94 | 61 |
| I understood that several schools had to close due to low enrollment. | 175 | 51 | 22 |
| I understood the options Saint Paul Public Schools offered my child/children and family for the next school year (2022-23). | 175 | 56 | 17 |
| I was notified of the options for my child/children early enough for my family to make plans. | 163 | 49 | 33 |
| I understood the possible benefits that my child/children would receive by attending a different school or by having another program merge with their current school. | 112 | 69 | 65 |

Table D3 - Data table for figure 3

| Question Text | Yes (N) | Somewhat (N) | No (N) |
|--|---------|--------------|--------|
| Overall, I feel that my family was treated fairly in this process. | 109 | 67 | 40 |
| I feel satisfied with my child/children's current school(s). | 140 | 68 | 26 |
| The changes made through the Envision process have benefited my child/children | 51 | 73 | 82 |
| I feel my child/children transitioned smoothly into their new school or program. | 96 | 53 | 20 |

Table D4 – Data table for figure 4

| Respondents' 2021-2022 School | Count |
|---|-------|
| Bruce Vento Elementary School | 15 |
| Cherokee Heights Elementary School | 8 |
| Galtier Community School | 11 |
| Hamline Elementary School | 6 |
| J.J. Hill Montessori School | 11 |
| Jackson Elementary School | 8 |
| John A. Johnson Achievement Plus Elementary | 17 |
| L'Etoile du Nord Lower Campus | 5 |
| L'Etoile du Nord Upper Campus | 9 |
| Maxfield Elementary School | 9 |
| Parkway Montessori Middle School | 6 |
| Phalen Lake Hmong Studies Magnet | 26 |
| Riverview West Side School of Excellence | 10 |
| Prefer not to Answer | 18 |

Table D5 – Data table for figure 5

| Respondents' 2022-2023 School | Count |
|--|-------|
| Bruce Vento Elementary School | 19 |
| Cherokee Heights Elementary School | 5 |
| Hamline Elementary School | 9 |
| J.J. Hill Montessori Magnet School | 10 |
| L'Etoile du Nord (Combined Campus) | 10 |
| Maxfield Elementary School | 9 |
| Phalen Lake Hmong Studies Magnet | 25 |
| Riverview West Side School of Excellence | 7 |
| Other | 33 |
| Prefer not to answer | 22 |

Table D6 – Data table for figure 6

| Question Text | Yes (N) | No (N) | Unsure (N) |
|--|---------|--------|------------|
| I plan to stay with SPPS for at least two more years after this school year. | 110 | 10 | 48 |

Table D7- Data table for figure 7

| Office or Resource | Satisfied | | Neither Satisfied nor Dissatisfied | | Dissatisfied | | Does not apply | |
|---|-----------|----|------------------------------------|----|--------------|----|----------------|----|
| Office of Teaching and Learning | 20.4% | 29 | 47.9% | 68 | 19.7% | 28 | 12.0% | 17 |
| Office of Special Education | 10.6% | 15 | 40.1% | 57 | 19.7% | 28 | 29.6% | 42 |
| Technology Services | 40.1% | 57 | 38.7% | 55 | 9.9% | 14 | 11.3% | 16 |
| Human Resources | 11.97% | 17 | 27.5% | 39 | 51.4% | 73 | 9.5% | 13 |
| Current Principal | 62.4% | 88 | 20.6% | 29 | 7.8% | 11 | 9.2% | 13 |
| Strategic Planning and Project Management | 10.6% | 15 | 34.5% | 49 | 45.0% | 64 | 9.9% | 14 |
| Facilities and Operations | 25.4% | 36 | 30.3% | 43 | 35.9% | 51 | 8.5% | 12 |
| School Year 2021-22 Principal | 52.8% | 75 | 20.4% | 29 | 22.5% | 32 | 4.2% | 6 |

Table D8 - Data table for figure 8

| Question Text | Yes (N) | Somewhat (N) | No (N) |
|---|---------|--------------|--------|
| Overall, I am satisfied with my current job/position. | 111 | 45 | 12 |
| Overall, I felt treated fairly, given the changes that needed to occur. | 66 | 49 | 53 |
| I had adequate time to make plans for the 2022/2023 school year. | 75 | 40 | 53 |
| I understood my options for other positions in the district. | 67 | 59 | 42 |
| I understood what was going to happen with my job due to Envision. | 66 | 66 | 35 |

Table D9 – Data table for figure 9

| I am treated as an equal member of my new building team | |
|--|--------------|
| Level of agreement | Count |
| Strongly agree | 31 |
| Somewhat Agree | 19 |
| Neither Agree nor Disagree | 11 |
| Somewhat Disagree | 9 |
| Strongly Disagree | 4 |

Table D10 -Data table for figure 10

| Sentiment of open response | Yes, had to move | No, did not have to move |
|-----------------------------------|-------------------------|---------------------------------|
| Very Negative | 26 | 21 |
| Negative | 13 | 20 |
| Mixed/Neutral | 2 | 7 |
| Positive | 0 | 0 |
| Very Positive | 0 | 1 |

Table D11- data table for figure 11

| Percentage of Staff that Plan to Stay with SPPS 2 or more years | | | |
|--|------------|---------------|-----------|
| Group | Yes | Unsure | No |
| BIPOC | 63% | 38% | 0% |
| White | 64% | 30% | 6% |

Table D12 - data table for figure 12

| Retention Rates by group | |
|---------------------------------|-----------------------|
| Group | Retention Rate |
| Non-Envision group | 87.8% |
| Envision group | 85.2% |
| Move group | 83.3% |

Table D13 – data table for figure 13

| Federal Race/Ethnic group | Non-Envision District Exits (N) | Envision District Exits (N) |
|--|--|------------------------------------|
| Hispanic/Latino | 265 | 56 |
| American Indian Alaskan Native | 15 | 1 |
| Asian | 480 | 118 |
| African American/Black | 720 | 106 |
| Native Hawaiian/Other Pacific Islander | 0 | 0 |
| Caucasian/White | 295 | 55 |
| Two or more races | 218 | 51 |

Appendix: E
Family Survey Open Response Reasons for Potentially Leaving SPPS

- SPPS does not have a middle school that meets all of our needs.
- Because the district causes harm to children with disabilities.
- The school is unorganized, a lack of parental communication with teachers, three different principles in one school year, no front office support/staff, and consistently poor lesson planning.
- The original school merged across town and does not provide transportation to our living address.
- I have heard things that make me worry about my 5th grader going into middle and high school in SPPS.
- Because of the lack of trust and faith engendered by the Envision plan and its aftermath.
- Because of Envision. We were told in no uncertain terms that after Galtier closing, there was no promise that Hamline wouldn't also close. We can't go through that stress again. It's heartbreaking because we want to choose our neighborhood and our community school, but we don't trust SPPS to care about our neighborhood anymore.
- Bad experience with SPPS

Appendix F: Staff Survey Full Text

Principal's Playbook 11/29

Envision SPSS Family and Staff Surveys

REA will be sending surveys to families and staff whose schools were affected by the Envision SPSS changes. This includes schools and programs that closed, relocated, or merged or joined with another school at the end of school year 2021-22. Families and staff will receive emails with links to their respective surveys early next week. The surveys will close after Friday, December 16. No action is needed from principals.

EMAIL COPY (STAFF)

Emails to send on 12/5 and 12/14

Subject: Staff Survey About Envision SPSS

Dear Staff,

Last school year, Saint Paul Public Schools implemented an initiative called Envision SPSS to align the district's resources, buildings and programs. As part of this plan, several low-enrollment schools or programs either relocated, merged or closed at the end of school year 2021-22.

We are inviting staff who worked at schools impacted by Envision SPSS to complete a survey and share your experiences of changing schools or having another program merge with your school.

[Click here to complete the survey.](#) It should only take a few minutes to complete and responses are anonymous. The survey will close after Friday, December 16.

Thank you for your time and thoughtful responses.

Envision SPSS Staff Survey

Last school year, Saint Paul Public Schools implemented an initiative called Envision SPSS to align the district's resources, buildings and programs. As part of this plan, several low-enrollment schools or programs either relocated, merged or closed at the end of school year 2021-22.

You are invited to complete this survey because you worked at a school that was impacted by Envision SPSS. This includes schools and programs that closed, relocated, or merged or joined with another school. This survey is intended for instructional and support staff (including teachers, TAs, EAs, social workers, school psychologists, and counselors) to share your experiences with these transitions.

Please complete this survey by Friday, December 16. It should only take a few minutes to complete and responses are anonymous.

Q1: What is your current position in SPPS?

- A. Educational Assistant
- B. Teaching Assistant
- C. Licensed Teacher
- D. Educational Support Staff (e.g., social worker, counselor, school psychologist)

Q2: Think about the transitions caused by Envision SPPS, to what extent do you feel satisfied or dissatisfied with the support you received from the following? (Satisfied, Neither Satisfied nor Dissatisfied, Dissatisfied, Does not apply)

- A. Office of Teaching and Learning
- B. Office of Special Education
- C. Technology Services
- D. Human Resources
- E. Current Principal
- F. Strategic Planning and Project Management
- G. Facilities and Operations
- H. School Year 2021-22 Principal

Q3: Think about your experiences with transitions due to Envision when responding to these prompts. (Yes, Somewhat, No)

- A. I understood what was going to happen with my job due to Envision.
- B. I understood my options for other positions in the district.
- C. I had adequate time to make plans for the 2022-23 school year.
- D. Overall, I felt treated fairly, given the changes that needed to occur.
- E. Overall, I am satisfied with my current job/position.

Q4: I plan to stay with SPPS for at least two more school years after this year.

- A. Yes
- B. No
- C. Unsure

Q5: Did you have to move to a different school due to Envision?

- A. Yes
- B. No

Q6: Did you have to change positions due to Envision? (e.g., I previously taught 3rd grade and now teach 5th)

- A. Yes
- B. No

Q7: I am treated as an equal member of my new building team.

Strongly Agree, Somewhat Agree, Neither Agree or Disagree, Somewhat Disagree, Strongly Disagree

Q8: Other than Envision moves, have you ever been required to move schools (e.g. budget cuts or school closure)?

- A. Yes
- B. No

Q9: How stressful was the transition to your new building as part of Envision compared your previous required move(s)?

much more stressful, somewhat more stressful, similar level of stressful, somewhat less stressful, much less stressful

Q10: Please provide additional comments on your experiences with these transitions or suggestions for improvements on how the district can support staff if this type of change happens again.

Demographic Information:

Q11: Where did you work during school year 2021-2022?

- Bruce Vento Elementary School
- Cherokee Heights Elementary School
- Galtier Community School
- Hamline Elementary School
- Jackson Elementary School
- J.J. Hill Montessori Magnet School
- John A. Johnson Achievement Plus Elementary
- L'Etoile du Nord Lower Campus
- L'Etoile du Nord Upper Campus
- Maxfield Elementary School
- Parkway Montessori Middle School
- Phalen Lake Hmong Studies Magnet
- Riverview West Side School of Excellence
- Prefer not to answer

Q12: Where do you currently work (2022-2023)?

- Bruce Vento Elementary School
- Cherokee Heights Elementary School
- Hamline Elementary School
- Hmong Language and Culture Middle School
- J.J. Hill Montessori Magnet School
- L'Etoile du Nord French Immersion
- Maxfield Elementary School
- Phalen Lake Hmong Studies Magnet
- Riverview West Side School of Excellence
- Other
- Prefer not to answer

Q13: How would you describe your racial identity and/or ethnicity?

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic, Latino or of Spanish origin
- Native Hawaiian or Pacific Islander
- White

- A. Yes
- B. No

Thank you for your time and thoughtful responses. If you have any questions or concerns, please contact michael.dosedel@spps.org.