Envision SPPS

Board of Education Update

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July 19, 2022

Guide to Presentation

1	Envision SPPS Implementation Overview
2	Planning and Progress Monitoring
3	Activity Examples
4	Coming Next

1 General Implementation

SPPS Envision Implementation Framework

- **Goal:** Supporting school transitions
- **Transparent accountability:**
    - Communications on closures/mergers and school choice options
    - Social emotional supports
    - Welcome activities between receiving and sending schools
    - Envisioning plans/activities of new school community
- Public can view on website: spps.org/envision

Envision SPPS Implementation Phases

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+**

School Transition Teams

- Cherokee Heights, Riverview, JJ Hill
- L'Etoile du Nord Upper and Lower Campuses
- Galtier, Hamline
- Jackson, Phalen Lake, Maxfield
- John A Johnson, Bruce Vento
- Obama
- Parkway

Early Childhood Hubs



Office of Early Learning

- East Hub enrollment
  - Total: 93 students/120* capacity = 78% capacity
- West Hub enrollment
  - Total: 111 students/120* capacity = 93% capacity
- *ECSE at both hubs: 18 seats set aside of the 120

Early Childhood Hubs



Office of Early Learning

- ECSE:
  - Enrollment on target (18)
  - 100% of licensed staff hired
- ECFE: (West Hub)
  - Year 22-23, 17 classes scheduled (98 families pre-registered on 7/18/22)
  - Summer programming: Baby classes full and 2 outdoor class sections full (14 families for new babies and 45 families for outdoor adventures)
- August 2: Open House ice cream social at West Hub

Hmong Language and Culture program at Parkway

- Enrollment/Recruitment
  - Current: 59
  - Projected: 65
  - 91% capacity
- All teaching staff have been hired or is in the final paperwork with HR
  - Each core subject assigned a teacher
  - Couple of support staff in final stages of being hired
- All sections identified; schedule completed
- Website is live

Highwood Hills - proposed new program

- Family surveys:
  - 77% surveyed want more explicit technology instruction including robotics, coding
  - 57% would like more engineering
- Proposed program: Polytechnic with 3 tracks: Technology, Engineering, Agriculture
  - 3-year implementation
- 5th grade culminating project connects student to SPPS Career and Technical Education (CTE)
- Partners: Minnesota Academy of Science, Youth Farm
  - Support: MN Children's Museum, 3M, The Works Museum, Raptor Center, MN Corn Growers, MN Landscape Arboretum

QUESTIONS

2 Evaluation

Evaluation Areas and Questions

1. **Impact on student and families**
    a. To what extent are parents, students satisfied with transitioning to new schools, programs or physical locations?
2. **Impact on teachers and instructional staff**
    a. To what extent are staff satisfied with process, support received in employment changes?
    b. To what extent has Envision program impacted SPPS ability to retain high-quality diverse instructional staff?
3. **Sustainability of Schools**
    a. To what extent has Envision assisted school and programs sustainability?
4. **Success of schools and programs in providing students well-rounded education**
    a. To what extent are schools able to provide students with well-rounded education?

Methods Overview

- Quantitative data: Enrollment, transportation, operating costs, student and staff retention
- Teacher and EA/TA surveys on transitioning from building/program
- Family surveys to understand transition of student and family supports
- Principal interviews provide insight to merging staff, new teams

Evaluation Area	Evaluation Question	Indicators	Data Source	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	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	Compare to average district retention
		● Percentage of displaced students retained in the district after one and three years.	Enrollment data	Secondary data analysis
		● Impact on the mean increase or decrease in transportation times for students reported with standard deviation and range.	1st choice: Secondary data analysis of transportation records. 2nd choice: parental survey	Survey data analysis Means, standard deviations, percentages, disaggageration of results by school and self reported racial/ethnic identification
		● Direct parent report of experiences with understanding and experience of Envision transition processes	Parent/family survey for impacted families and focus groups (if needed)	Survey data analysis Thematic based qualitative analysis (if focus groups are needed)

Evaluation Area	Evaluation Question	Indicators	Data Source	Data analysis method
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 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 feel satisfied with the support I received in this transition from human resources. ● I feel satisfied with the support I received in this transition from my existing building administrator(s). ● I feel satisfied with the support I received in this transition from my new building administrator(s). ● I feel that I am integrating with my new building team successfully. ● Overall, I feel that the district treated me fairly given the changes that needed to occur. ● Overall, I am happy with my new job.	Staff Survey administered to all staff that worked at an Envision impacted school in the 2021/2022 school year and continue to be employed in the district at the time of the survey administration during the 2022/2023 school year	Means, standard deviations, percentages, disaggageration of results by school and self reported racial/ethnic identification to the extent possible protecting staff anonymity and privacy

Evaluation Area	Evaluation Question	Indicators	Data Source	Data analysis method
Impact on teachers and instructional staff	To what extent has the Envision program impacted SPPS' ability to retain high-quality diverse instructional staff?	All below indicators will be disaggregated by race to explore possible inequitable impacts on BIPOC educators. This indicator is of particular importance given the desire for SPPS teachers to reflect the student population demographics and the challenges the district faces in recruiting and retaining BIPOC educators. • Percentage of the merged schools' staff (classroom teacher, specialist, EA, 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 1 and 3 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 1 and 3 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 versus tenured teachers.	Human Resources data	Secondary data analysis reporting, means, N's and percentages as applicable for each indicator. Results disaggregated to the extent possible given privacy considerations.

Evaluation Area	Evaluation Question	Indicators	Data Source	Data analysis method
Sustainability of Schools	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.	Enrollment data	Secondary data analysis of enrollment data
		● Percent of schools with increasing/ sustaining enrollment from the 2022/23 school year to the 2023/24 school year.	Enrollment data	Secondary data analysis of enrollment data
		● Percent and amount of general, ESSER II, and ARP fund subsidies provided to newly merged schools vs. Envision Impacted schools.	School level budgetary data	Secondary data analysis of existing budget records.

Evaluation Area	Evaluation Question	Indicators	Data Source	Data analysis method
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?	● 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	Record review and one-on-one Principal interviews/surveys Record review and one-on-one Principal interviews/surveys Record review and one-on-one Principal interviews/surveys	Review of interview notes/recordings, corroborated with any available records. Review of interview notes/recordings, corroborated with any available records. Review of interview notes/recordings, corroborated with any available records.

Evaluation Timeline

Key Dates & Timeline				
Summer 2022	**Fall 2022**	**Winter 2022**	**Spring 2023**	**Fall 2023 - 2025**
Evaluation Planning Evaluation Planning and Approval	Data Collection Data Collection on short term quantitative measures for secondary data analysis	Family Survey	Principal interviews	Continued Evaluation Continued data collection, analysis and reporting on long term student and staff retention and school/program enrollment
		Staff Survey	Family focus groups (if needed)	

QUESTIONS

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Activity Examples

District Support for Transitions

Packing and moving

- Move information for staff
- Packing guidelines
- Building walkthroughs
- Content area and technology packing support
- Summer move schedule

Move Schedule	
6/14-17: COMPLETE	Riverview Community
6/ 20-24: COMPLETE	Cherokee Heights Montessori items/teacher moves
6/27-7/1: COMPLETE	Galtier to Hamline
7/5-8: COMPLETE	Jackson to Maxfield/Phalen
7/11-15: COMPLETE	l'Etoile du Nord Lower to Upper
7/18-29: ON TRACK	Pre-K, ECFE, etc. to Pre-K Hub Sites (Galtier, l'Etoile du Nord Lower)
8/1-5: ON TRACK	John A Johnson to Vento
8/8-12: ON TRACK	Hmong L&C Parkway teacher moves to site
8/15-31: ON TRACK	Other as needed

End-of-Year Activities: Jackson Jubilee













End-of-Year Activities: John A. Johnson ROAR!



https://youtu.be/t53vTNIEO_0

QUESTIONS

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Coming Next

SPPS Builds: Gate Point Checks

Gate Check 1: Five-Year Capital Improvement and Deferred Maintenance Implementation Plan

Gate Check 2: Project Charter

Gate Check 3: Project Budget

Gate Check 4: Construction Award

Gate Check 5: Project Closeout

SPPS Builds -- Envision SPPS projects

- **Bruce Vento**
  - Pre-design complete
  - August 23: Board of Education - consent agenda
- **Obama**
  - Pre-design underway for remodeling building
    - Montessori PK-5
    - Middle School (not Montessori)
  - August 23: Board of Education - consent agenda

Coming Next: Repurposing sites

SITE	FINALIZED	IN PROGRESS	TBD
1. Galtier	Hub - west	----	----
2. J A Johnson	----	X	----
3. Jackson	----	----	X
4. LNFI Lower	Hub - east	----	----
5. Parkway	Hmong L&C middle school	----	----
6. Wilson (added to list)	----	X	----

Coming Next: Repurposing sites

JA Johnson:

- Better suited for older learners; was a high school
- Assessed transportation patterns, public accessibility to Metro Transit
- Community partner discussions (external and internal)
  - Continues as East Side resource center
  - External partners: YMCA, Achievement+
  - American Indian Collaborative Center: Looking for long-term home; investment in permanent site more advantageous
  - Career focused-programming

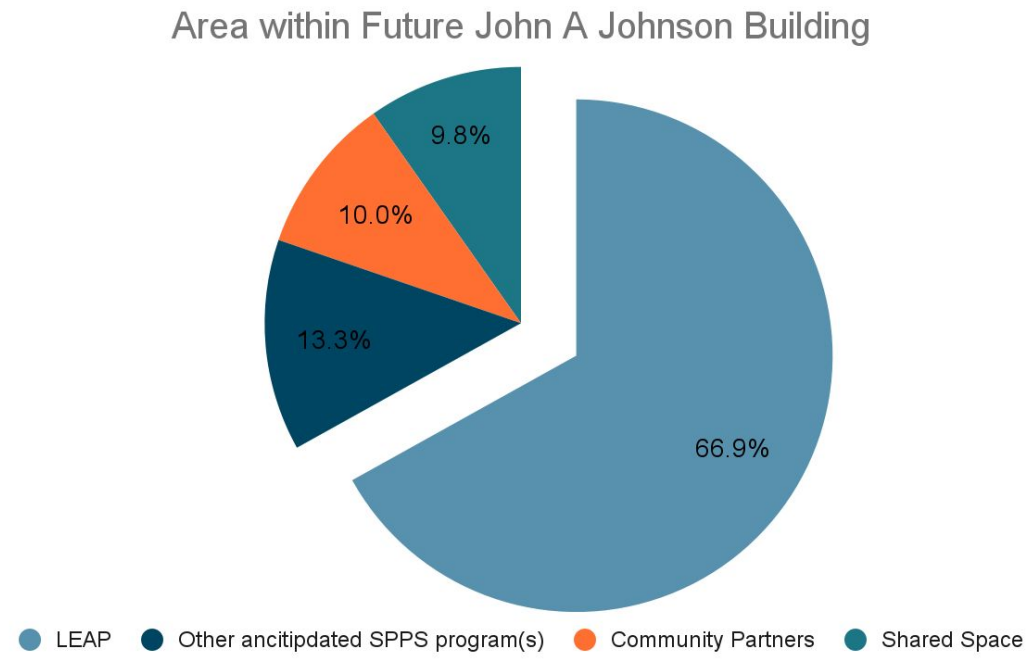
LEAP

- LEAP Envision Team
  - Reviewed student and staff surveys
  - Facilities assessing viability co-locating a program with LEAP
  - Weighed pros/cons of each potential site (Wilson and JAJ)
- JAJ site visit identified opportunities and challenges
- Team met with JAJ principal, YMCA

Repurposed site: J.A. Johnson

School year 23-24:

- LEAP - anchor academic program
- Additional district-wide SPPS program
- YMCA - anchor community program
- Community resource spaces



Coming Next: Repurposing sites

Wilson building (LEAP)

- Exploring viability of repurposing for other district uses, e.g., construction swing space, online school, other district support and services, etc.
- August BOE update or later

QUESTIONS

Coming Next: Enrollment & Retention Committee

DRAFT Purpose statement:

The purpose of this project is for SPPS, SPFE and Board of Education members to develop a joint student recruitment and retention plan to increase enrollment.

Coming Next: Enrollment & Retention Committee

- June 28 - Started committee; meeting every 2 weeks
- Structure: Steering Committee, Planning Committee, Workgroups
- Members: BOE directors (2), SPFE, Student Placement, Engagement, Communications, Early Childhood Hubs, REA, Parent
- Parents, schools involved via planning and/or workgroups starting in fall
- Steering Committee to provide BOE with regular progress updates

Enrollment & Retention Committee

Interested parents please contact:

SPPS Call Center

651-632-3738

placement@spps.org