



Envision SPPS: Our plan for well-rounded programs

Board of Education - Special Meeting

Jackie Turner, Chief Operations Officer

October 4, 2021

What you will learn:

1. Responses to questions from Sept. 20 special meeting:

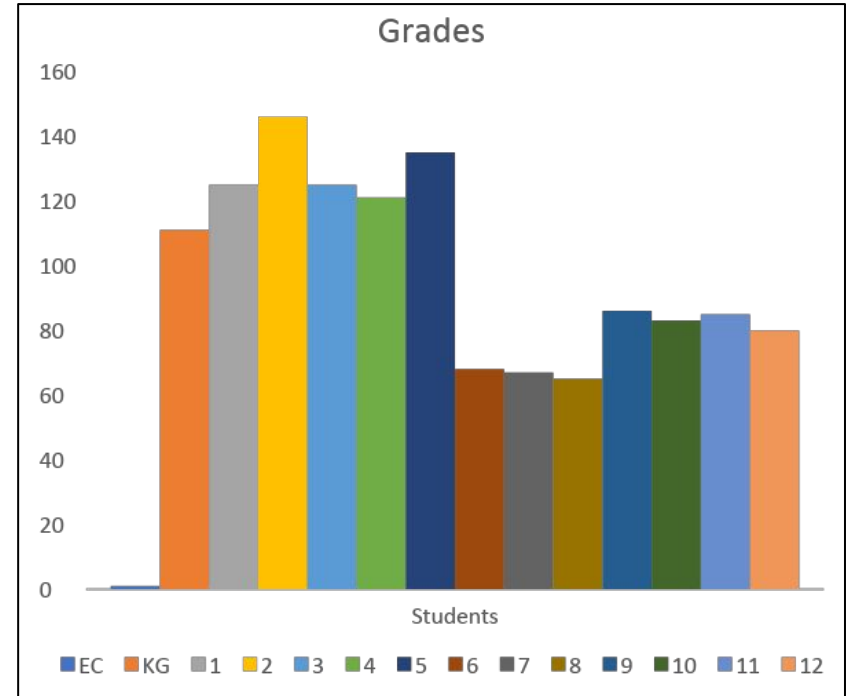
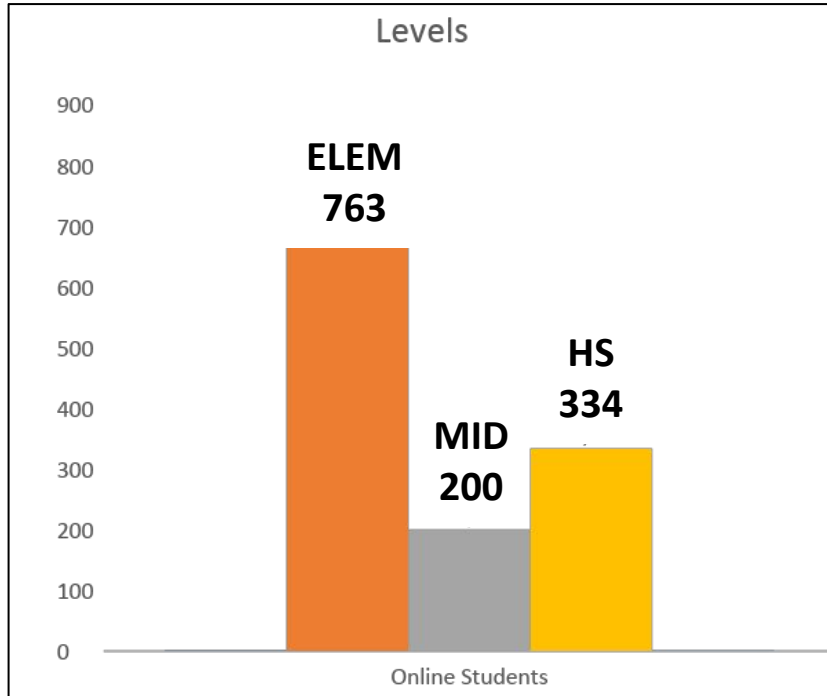
- Online School enrollment
- Maintaining building with no programs
- Demographics of students leaving SPPS
- Sustaining well-rounded education programs at schools
- The cost of subsidizing unsustainable schools
- If we do nothing...

2. Next steps

- Upcoming Board of Education meetings
 - Community information sessions
 - Engaging affected school communities

Online school enrollment

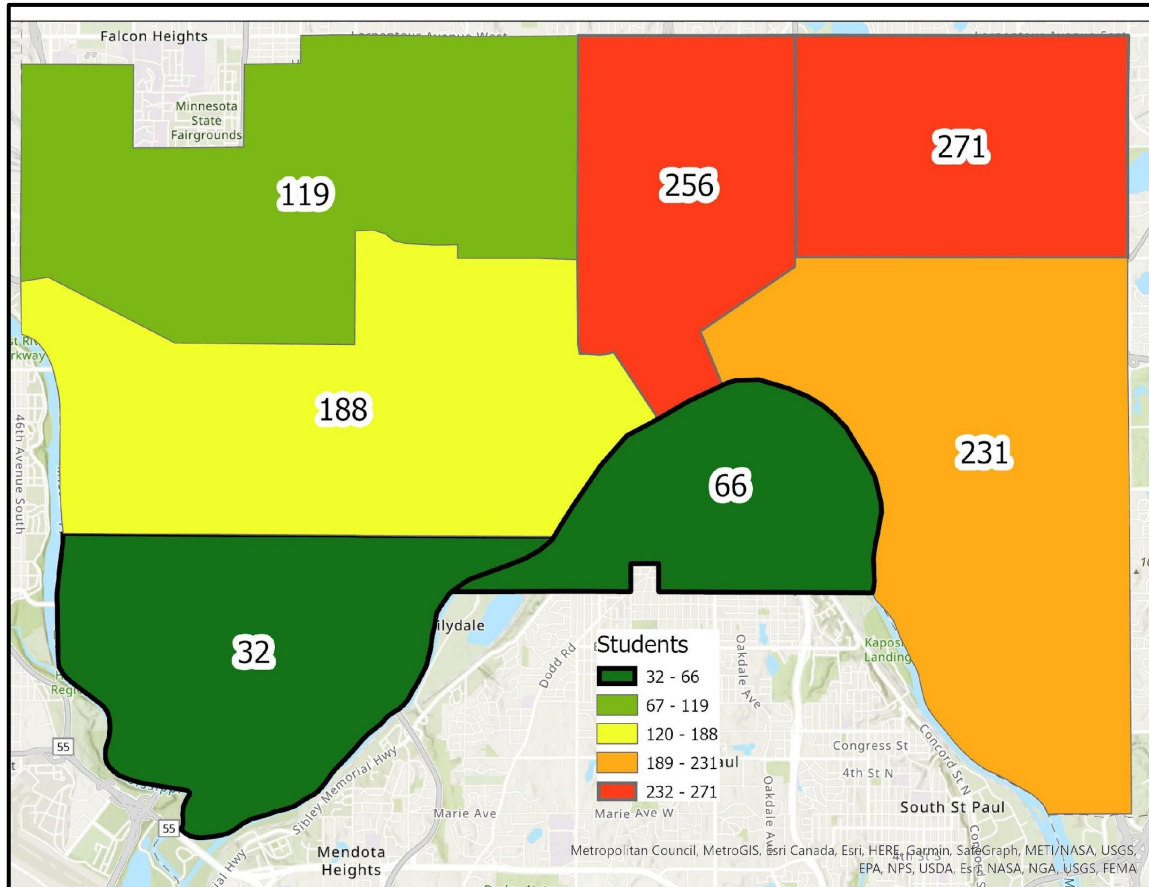
Online Students SPPS Fall 2021



Online students demographics

| SPPS Online Enrollment as of 1:30 pm on Thursday September 23, 2021 | | | | | | | | | | | |
|---|---------|------------|-------------------------------------|--------|------------|-------------------------------------|--------|------------|-------------------------------------|--------|------------|
| Data represented is pulled directly from Campus Student Informaiton System; as such it subject to change and should be considered as a representative snapshot in time rather than final verified enrollment. | | | | | | | | | | | |
| All | N= 1287 | | Elementary | N= 758 | | Middle | N= 199 | | High | N= 330 | |
| | Number | Percentage | | Number | Percentage | | Number | Percentage | | Number | Percentage |
| KG-5 | 758 | 59% | KG | 109 | 14% | 6 | 68 | 34% | 9 | 88 | 27% |
| 6-8 | 199 | 15% | 1 | 123 | 16% | 7 | 68 | 34% | 10 | 83 | 25% |
| 9-12 | 330 | 26% | 2 | 141 | 19% | 8 | 63 | 32% | 11 | 83 | 25% |
| | | | 3 | 132 | 17% | | | | 12 | 76 | 23% |
| | | | 4 | 127 | 17% | | | | | | |
| | | | 5 | 126 | 17% | | | | | | |
| | | | | | | | | | | | |
| American Indian | * | * | American Indian | * | * | American Indian | * | * | American Indian | * | * |
| Asian | 621 | 48% | Asian | 408 | 54% | Asian | 79 | 40% | Asian | 134 | 41% |
| Black | 277 | 22% | Black | 156 | 21% | Black | 46 | 23% | Black | 75 | 23% |
| Hispanic | 165 | 13% | Hispanic | 74 | 10% | Hispanic | 39 | 20% | Hispanic | 52 | 16% |
| More than one race | 85 | 7% | More than one race | 47 | 6% | More than one race | 15 | 8% | More than one race | 23 | 7% |
| Native Hawaiian or Pacific Islander | * | * | Native Hawaiian or Pacific Islander | * | * | Native Hawaiian or Pacific Islander | * | * | Native Hawaiian or Pacific Islander | * | * |
| White | 116 | 9% | White | 59 | 8% | White | 14 | 7% | White | 43 | 13% |
| | | | | | | | | | | | |
| EL | 451 | 35% | EL | 315 | 42% | EL | 52 | 26% | EL | 84 | 25% |
| Not EL | 836 | 65% | Not EL | 443 | 58% | Not EL | 147 | 74% | Not EL | 246 | 75% |
| | | | | | | | | | | | |
| Not FRL | 526 | 41% | Not FRL | 310 | 41% | Not FRL | 76 | 38% | Not FRL | 140 | 42% |
| FRL | 761 | 59% | FRL | 448 | 59% | FRL | 123 | 62% | FRL | 190 | 58% |
| | | | | | | | | | | | |
| Not Special Education | 1113 | 86% | Not Special Education | 670 | 88% | Not Special Education | 166 | 83% | Not Special Education | 277 | 84% |
| Special Education | 174 | 14% | Special Education | 88 | 12% | Special Education | 33 | 17% | Special Education | 53 | 16% |
| Source. BOLT Reporting. Data from Campus Information System | | | | | | | | | | | |
| Data pulled at 1:30 pm. Data presented in this table is not comparable with Daily Enrollment Report as of September 23, 2021 produced by REA. | | | | | | | | | | | |
| Data presented in this table is preliminary and not considered final until the formal October 1 report | | | | | | | | | | | |
| * number less than 10 not reported to maintain privacy of individual person | | | | | | | | | | | |

Online students by areas, fall 2021



| AREA | Online Students |
|-----------------|-----------------|
| A | 271 |
| B | 231 |
| C | 256 |
| D | 66 |
| E | 119 |
| F1 | 188 |
| F2 | 32 |
| Out of District | 135 |
| TOTAL | 1298 |

OnlineStudents

| Ward | OnlineStudents |
|------|----------------|
| 1 | 117 |
| 2 | 132 |
| 3 | 124 |
| 4 | 98 |
| 5 | 56 |
| 6 | 11 |
| 7 | 76 |
| 8 | 8 |
| 9 | 19 |
| 10 | 73 |
| 11 | 20 |
| 12 | 70 |
| 13 | 25 |
| 14 | 41 |
| 15 | 44 |
| 16 | 43 |
| 17 | 20 |
| 18 | 18 |
| 19 | 18 |
| 20 | 20 |



Saint Paul
PUBLIC SCHOOLS

**Maintaining
buildings with no programs**

Unused Buildings: Costs avoided and redirected

- Operational savings from closing underutilized buildings is important, but is not driving force behind decisions nor largest cost center
- Unused buildings are still heated and maintained in order to safeguard assets

Costs Avoided: Costs the district would not have if a building is closed (i.e., savings)

Examples: Natural gas, electricity, water, trash, recycling

Costs: Approximately \$0.35 per square foot in savings

Annual cost magnitude:

- An elementary school: \$15,000 - \$40,000
- A middle school: \$25,000 - \$40,000
- A high school: \$40,000 - \$90,000

Value Redirected: Value district able to redirect to other programs/buildings by focusing efforts if building is closed

Examples: Custodial and maintenance services

Costs: Approximately \$2.95 - \$3.50 per square foot in value

Annual cost magnitude:

- An elementary school: \$150,000 - \$350,000
- A middle school: \$250,000 - \$400,000
- A high school: \$350,000 - \$800,000

Unused Buildings: Value of having a swing space

There is significant strategic value for SPPS to have a building to use as “swing space” to temporarily relocate other programs to accommodate construction more efficiently.

Costs Avoided: Depending on project-specific conditions, entirely possible to cut costs of large construction projects by 10% or more by relocating the program during construction.

- Reduce the length of construction, possibly by years
- Save 3% - 5% in inflation every year construction is shortened
- More efficient construction
- Reduced uncertainty on the cost of materials
- Increased bidder interest
- Minimize temporary conditions

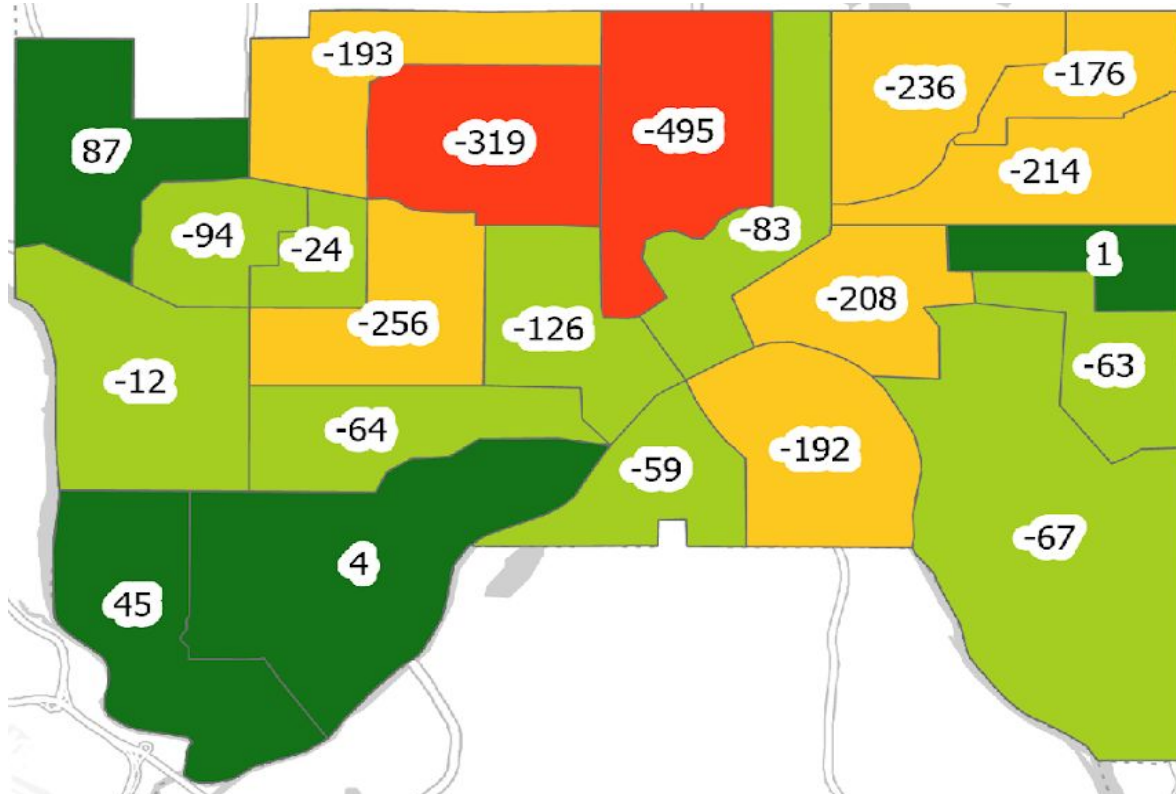
Value Added: Nonmonetary benefits of relocating a program during construction include:

- Reduce the length of construction, possibly by years
- Minimizes potential safety risks of having students adjacent to construction
- Potentially minimizes school operation disruptions due to phasing transitions

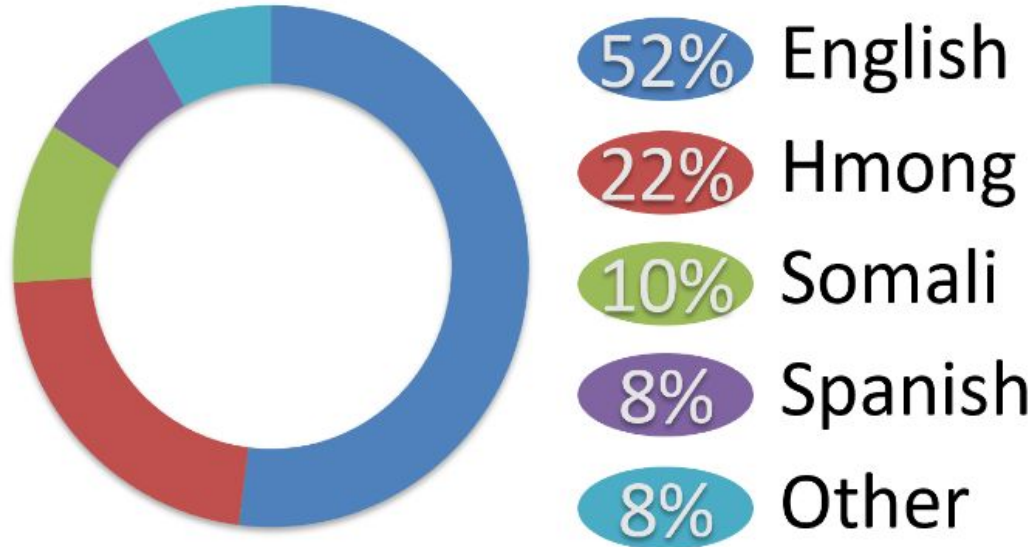
Demographics of students leaving SPPS

Enrollment change K-12 students

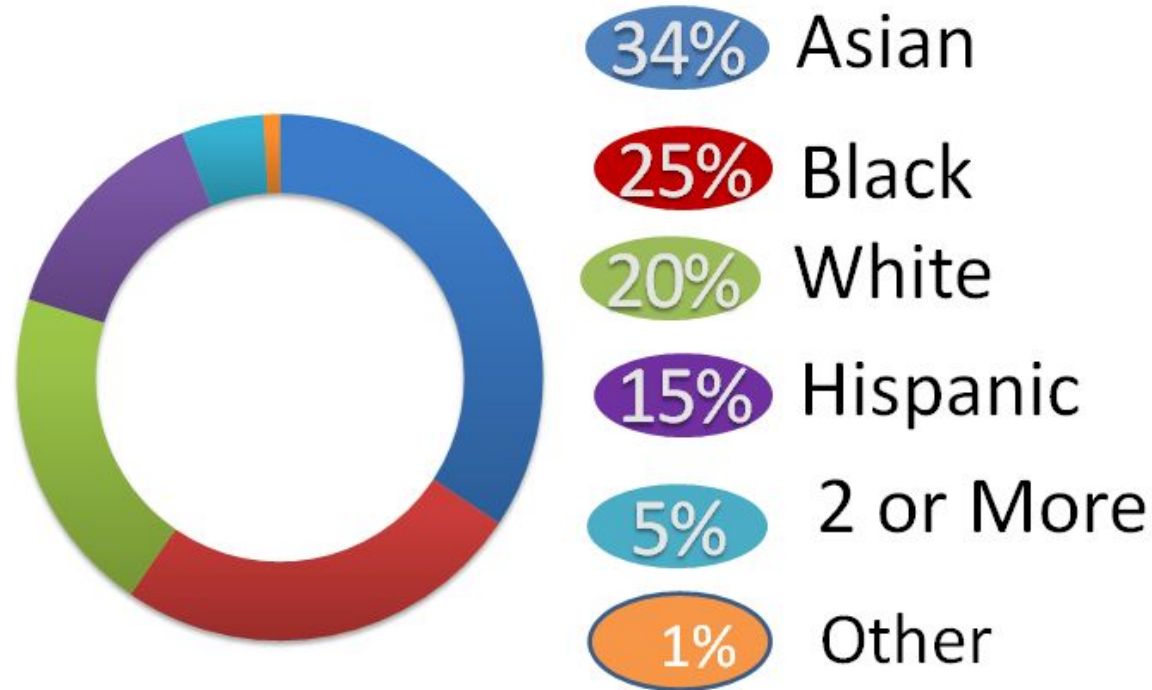
Fall 2017 to fall 2021 by elementary Attendance Areas



Elsewhere by home language



Elsewhere by race



Where do “Elsewhere”* students attend

(*St. Paul resident students enrolled in other public settings)

- Total = 16,058 in school year 2019-20
- Top 10 School Districts (52% of total):

| SCHOOL DISTRICT | TOTAL |
|----------------------------------|-------|
| HMONG COLLEGE PREP ACADEMY | 1642 |
| COMMUNITY SCHOOL OF EXCELLENCE | 1230 |
| NORTH ST PAUL-MAPLEWOOD OAKDALE | 1056 |
| ROSEVILLE PUBLIC SCHOOL DISTRICT | 1041 |
| COMMUNITY OF PEACE ACADEMY | 681 |
| NOVA CLASSICAL ACADEMY | 655 |
| TWIN CITIES ACADEMY | 584 |
| HIGHER GROUND ACADEMY | 565 |
| HOPE COMMUNITY ACADEMY | 476 |
| ST. PAUL CITY SCHOOL | 472 |
| TOTAL OF TOP 10 DISTRICTS | 8,402 |

Top Schools SPPS students who left the district in 2019-20

| Top 10 Schools | FREQUENCY |
|----------------------------------|-----------|
| HMONG COLLEGE PREP ACADEMY | 144 |
| TWIN CITIES ACADEMY | 99 |
| NORTH ST PAUL-MAPLEWOOD OAKDALE | 84 |
| ROSEVILLE PUBLIC SCHOOL DISTRICT | 78 |
| HIGH SCHOOL FOR RECORDING ARTS | 56 |
| COMMUNITY SCHOOL OF EXCELLENCE | 54 |
| HIGHER GROUND ACADEMY | 47 |
| GREAT RIVER SCHOOL | 51 |
| STEP ACADEMY CHARTER SCHOOL | 44 |
| COMMUNITY OF PEACE ACADEMY | 42 |

Top 10 schools by lowest % students of color (SOC)

| School | Total | % SOC |
|--|-------|-------|
| UPPER MISSISSIPPI ACADEMY | 178 | 37% |
| CYBER VILLAGE ACADEMY | 96 | 36% |
| ST PAUL CONSERVATORY PERFORMING ART | 123 | 35% |
| NOVA CLASSICAL ACADEMY | 655 | 34% |
| AVALON SCHOOL | 113 | 32% |
| GREAT RIVER SCHOOL | 410 | 26% |
| ST. PAUL SCHOOL OF NORTHERN LIGHTS | 77 | 25% |
| TWIN CITIES GERMAN IMMERSION CHARTER SCHOOL | 261 | 11% |
| TOTAL | 1,913 | |

Top 12 schools by highest % students of color (SOC)

| School | Total | % SOC |
|---|-------|-------|
| HMONG COLLEGE PREP ACADEMY | 1642 | 100% |
| COMMUNITY SCHOOL OF EXCELLENCE | 1230 | 100% |
| HIGHER GROUND ACADEMY | 565 | 100% |
| NEW CENTURY SCHOOL | 208 | 100% |
| PRODEO ACADEMY | 127 | 100% |
| STEP ACADEMY CHARTER SCHOOL | 375 | 100% |
| URBAN ACADEMY CHARTER SCHOOL | 342 | 100% |
| MINNESOTA MATH AND SCIENCE ACADEMY | 413 | 100% |
| SEJONG ACADEMY OF MINNESOTA | 191 | 99% |
| HOPE COMMUNITY ACADEMY | 476 | 99% |
| COLLEGE PREPARATORY ELEMENTARY | 279 | 99% |
| ACADEMIA CESAR CHAVEZ CHARTER SCHOOL | 464 | 97% |
| Total | 6,312 | |

**Sustaining well-rounded
education programs at schools**

| Class size: 25* | <u>Large Elementary</u> 600+ students | <u>Small Elementary</u> 251- 450 students < IDEAL > | <u>Unsustainable Elementary</u> < 250 students |
|-------------------------------|---|--|---|
| K-5th Gr. Teachers | <p>Each grade: 4 classes (100 students) X 4 teachers X 6 grades</p> <ul style="list-style-type: none"> ● 24 generalists ● 4 specialists/ resource teachers ● 2 specialists (e.g., literacy coaches) ● 30 teachers total | <p>Each grade: 2 classes (50 students) X 2 teachers X 6 grades</p> <ul style="list-style-type: none"> ● 12 generalist teachers ● 1 specialists/ resource teachers ● 14 teachers total | <p>Each grade: 1 class (25 students) X 1 teacher X 6 grades</p> <ul style="list-style-type: none"> ● 6 generalist teachers ● 0 specialists/ resource teachers ● 5-6 teachers total |

*NOTE: When we define an unsustainable to large schools, we are using a class size of 25 for planning parameters only as an average and should not be seen as conflating contract-based teacher to student ratios.

EXAMPLES of staffing choices made based on revenue

| Class size: 25* | <u>Large Elementary</u> 600+ students | <u>Small Elementary</u> 251- 450 students | <u>Unsustainable Elementary</u> < 250 students |
|----------------------|--|--|---|
| Office staff | <ul style="list-style-type: none"> 1 principal 1 assistant principal 2 clerks 1 parent engagement | <ul style="list-style-type: none"> 1 principal 0 assistant principal 1 clerk 0-1 parent engagement | <ul style="list-style-type: none"> 1 principal 0 assistant principal 1 clerk 0 parent engagement |
| Support staff | <ul style="list-style-type: none"> 1 nurse 1 librarian 1 academic coach 1- + counselor(s) 1 social worker 1 behavior support 1-2 interventionists 2 additional staff | <ul style="list-style-type: none"> .5-1 nurse 0-1 librarian 0-1 academic coach .5-1 counselor .5-1 social worker 1 behavior support 0-1 interventionists .5-1 additional staff | <ul style="list-style-type: none"> 0 nurse 0 librarian 0 academic coach .5 counselor (per teacher contract) .5-1 social worker 0 behavior support 0 interventionists 0 additional staff |

A Well-rounded Education for ALL students



Comparison Schedule Grade 2 **UNSUSTAINABLE** School

1. Morning mtg/SEL - **Ms. Turner**
2. Literacy Block (Readers/Writers Workshop/Skills) - **Ms. Turner**
3. Math Block (Instruction/ Indep Practice/Review) - **Ms. Turner**
4. Lunch
5. Recess- **Ms. Turner**
6. Physical Education - Specialist
7. Science - **Ms. Turner**
8. Art - **Ms. Turner**
9. Music - **Ms. Turner**
10. Social Studies - **Ms. Turner**
11. Gifted and Talented (additional Prep for **Ms. Turner** in Literacy/Math/ Science/Social Studies)

Comparison Schedule Grade 2 **SUSTAINABLE** School

1. Morning mtg - **Ms. Turner**
2. Literacy Block (Readers/ Writers Workshop/Skills) - **Ms. Turner** + intervention teacher
3. Math Block (Instruction/ Indep Practice/Review - **Ms. Turner**
4. Lunch
5. Recess - supervised
6. Physical Education - Specialist class (**Rotation**)
7. Science - Specialist class (**Rotation**)
8. Art - Community Partnership with Artist in Residency (**Rotation**)
9. Music - Specialist class (**Rotation**)
10. Social Studies - **Ms. Turner**
11. SEL- Partnership with **School Counselor**

Sustaining our commitment to well-rounded education

- Clear expectations and support for subject/content areas, standards-based instruction, implementation of SPPS curriculum
- Continued investments through the SPPS Achieves strategic plan with monitoring and support
- On-going metrics for future enrollment and balanced programming

Monitoring and accountability: Measuring by Minutes

| Minutes Available Each Week | | |
|--|---|-----------------------------------|
| Minutes students are in school each week | Minutes utilized for morning meeting, lunch, recess | Actual minutes available per week |
| 1950 | 375 | 1575 |

K-5 Content Area Instructional Minutes (Weekly Average)

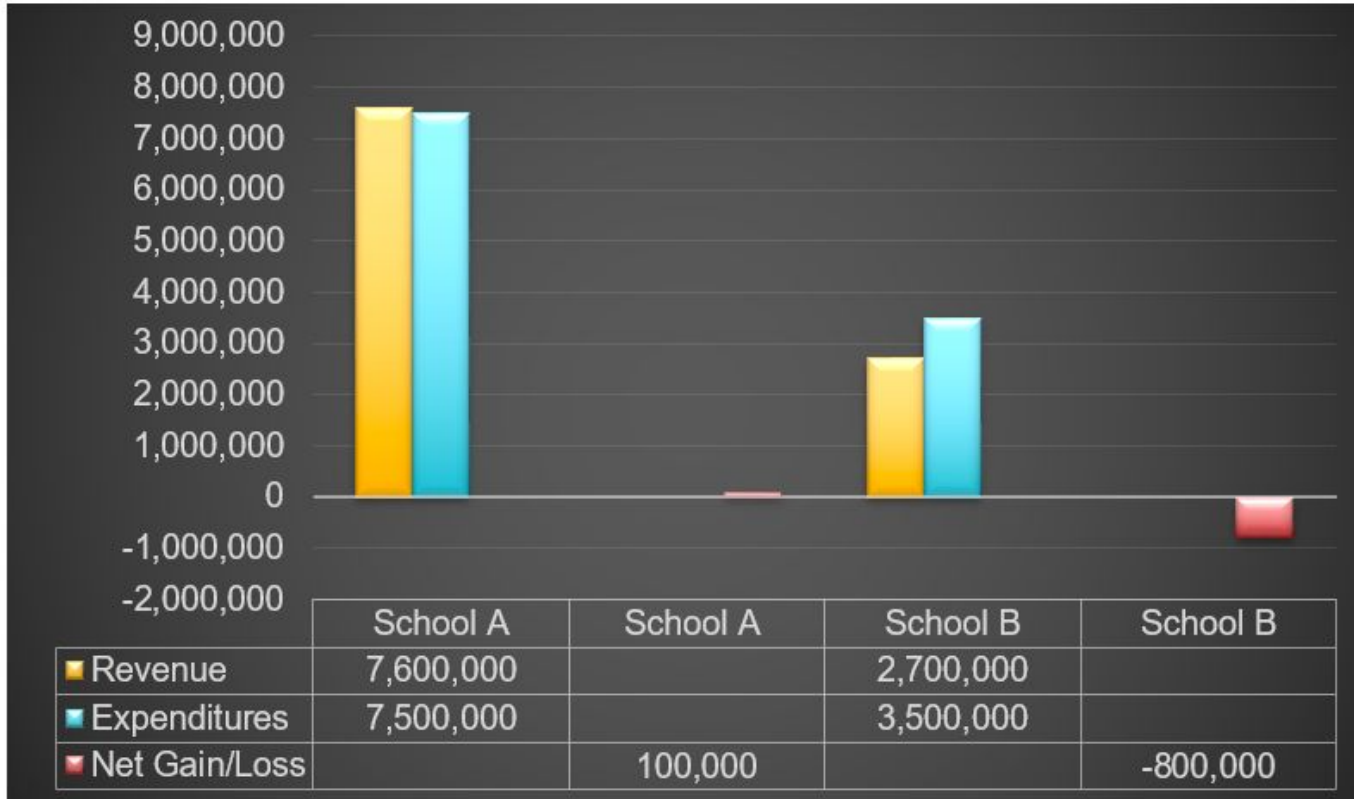
| Content | Mins | Content | Mins | Content | Mins |
|---------------------------|------|----------------|------|-------------------------|------|
| ELA Reader's Workshop | 300 | Math Review | 75 | Physical Education | 90 |
| ELA Writer's Workshop | 200 | Science | 90 | Health | 90 |
| ELA Skills Block | 150 | Social Studies | 90 | Personal Learning Plans | 10 |
| Math Instruction | 150 | Music | 90 | Theater | * |
| Math Independent Practice | 150 | Visual Arts | 90 | Dance | * |

The cost of subsidizing unsustainable schools

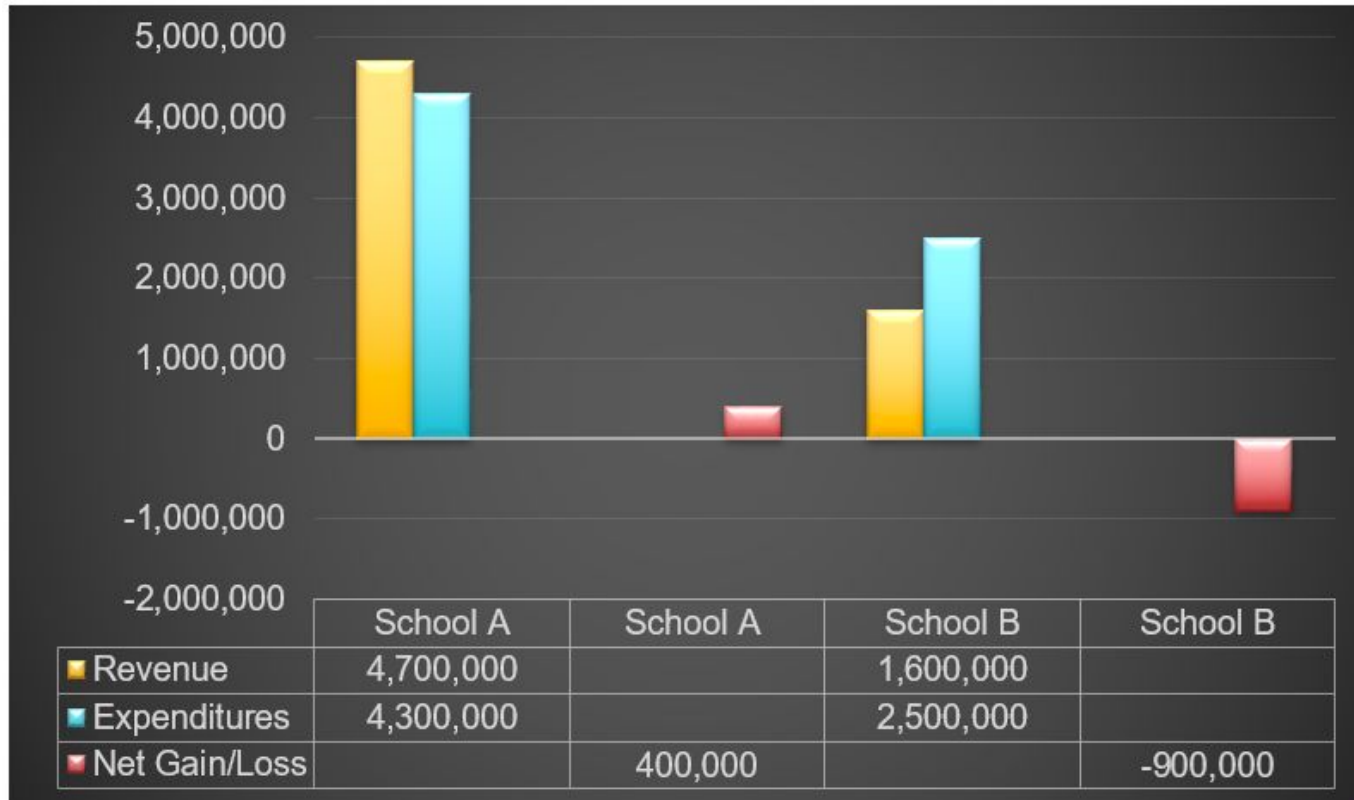
Subsidizing under-enrolled schools

- Historically, SPPS has subsidized under-enrolled schools
- Subsidizing chips away at the budgets of other school programs
- Subsidizing dilutes educational experience of more and more students
- Every year, fewer students get the well-rounded education and enrichment opportunities they deserve

Large Elementary Sustainable Site vs. Unsustainable Elementary Site

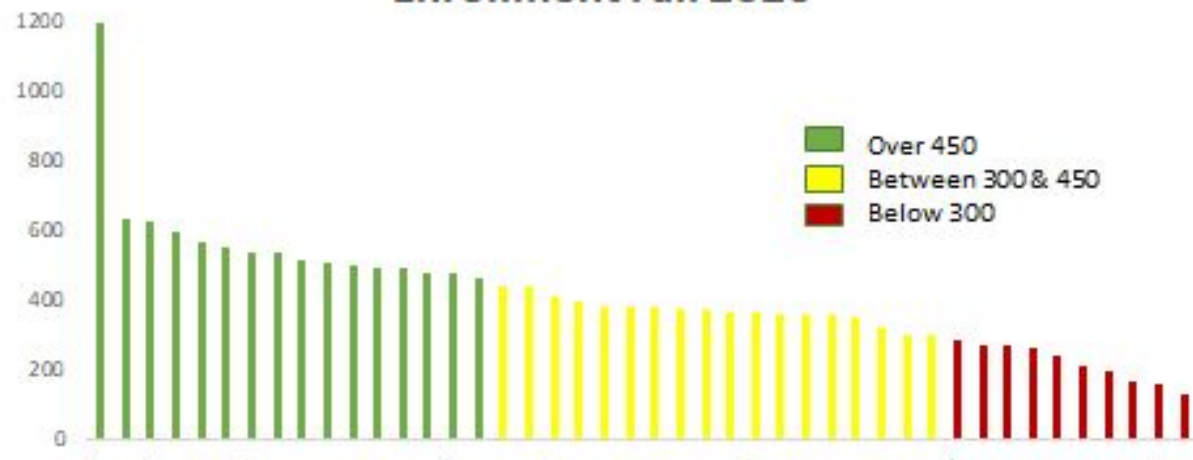


Small Elementary Sustainable Site vs. Unsustainable Elementary Site

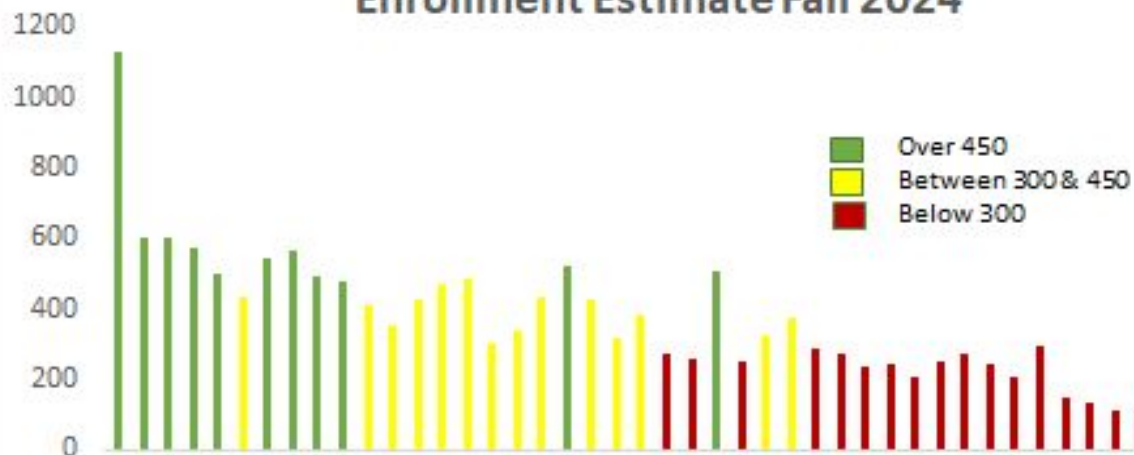


If we do nothing...

Enrollment Fall 2020



Enrollment Estimate Fall 2024



Next Steps

Next Steps

- **Sept. - Dec. 2021: Inform** SPPS building leaders, staff, families, community, partners
- **Board of Education: Recommendations presented**
 - **Work session:** 10/11*, 10/18, 11/1, 11/15, 11/29, 12/13
 - **COBs:** 10/5, 11/9, 12/7
 - **Regular BOE** (broadcast/in person, public comment): 10/19, 11/16*, 12/14* = *Possible BOE vote
- **Oct.-Nov. = Virtual community information sessions and meetings with affected school; dates TBD**
- **Winter/spring 2021-22: Consult** affected school communities about program changes and next steps
 - **Involve and collaborate** with affected school communities to start **Envisioning new school programs**

QUESTIONS?

Website: spps.org/envision

Email: envision@spps.org