

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
COMMITTEE MEETING OF THE BOARD OF EDUCATION
Administration Building
360 Colborne Street
Saint Paul, Minnesota 55102

December 5, 2023
4:30 PM

A G E N D A

1. **CALL TO ORDER**
 2. **AGENDA**
 - A. Superintendent's Announcements
 - B. School Year 2022-23: District Outcomes
 1. Introduction
 2. Presentation 2
 3. Discussion
 - C. Budget Engagement and Community Values
 1. Introduction
 2. Presentation 23
 3. Discussion
 3. **BREAK FOR TRUTH IN TAXATION HEARING AT 6PM IN CONFERENCE ROOM A**
 4. **CONTINUATION OF AGENDA (if needed following the Special Meeting)**
 5. **ADJOURNMENT**
- #BoldSubject#



Saint Paul
PUBLIC SCHOOLS

School Year 2022-23: District Outcomes

Dr. Stacey Gray Akyea,
Executive Chief, Equity, Strategy & Innovation

December 5, 2023

Agenda

1	Three-plan Alignment
2	School Year 2022-23 Outcomes

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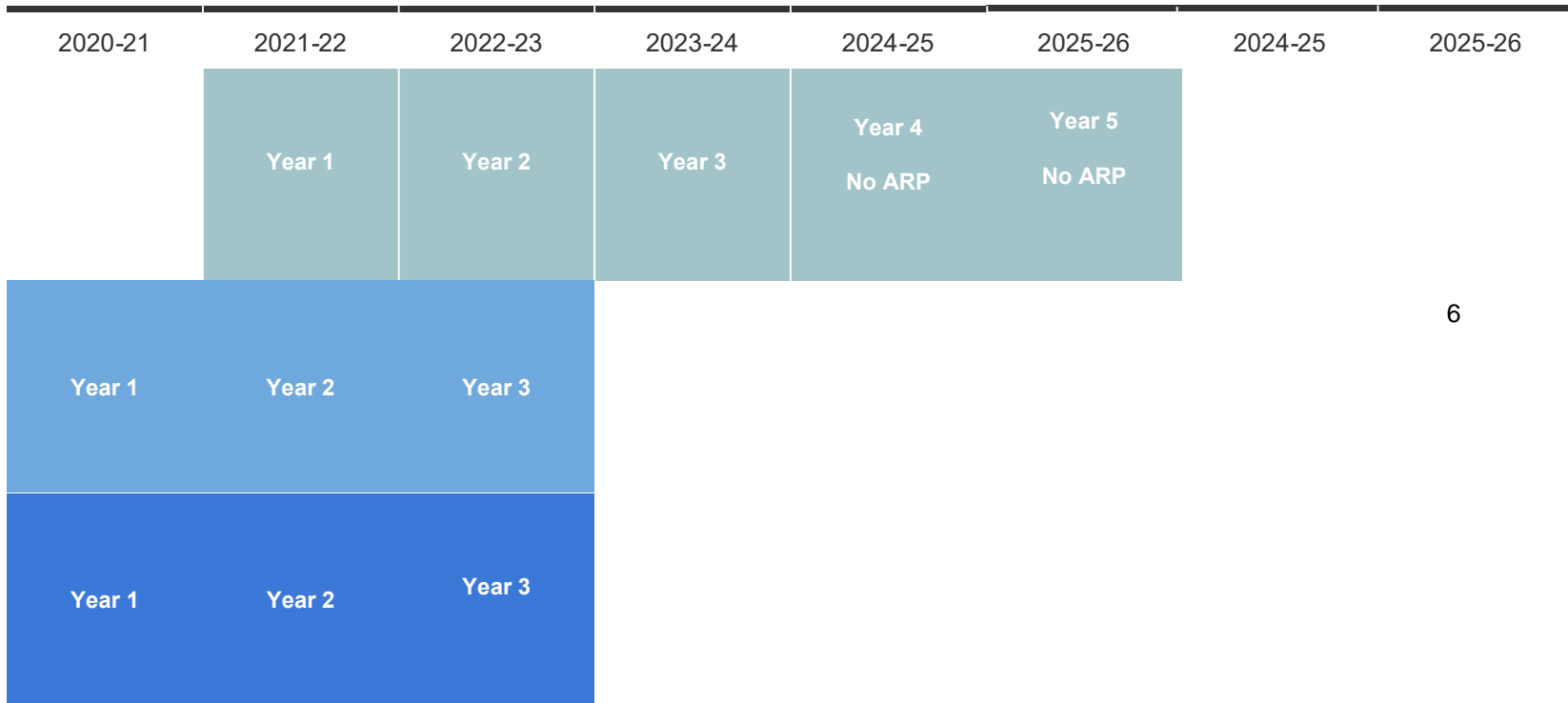
Three-plan Alignment

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Alignment

SPPS Achieves Strategic Plan	World's Best Workforce (WBWF)	Achievement and Integration (A&I)
<ul style="list-style-type: none"> ● Five-year; ● SY2021-22 to SY2025-26 ● SY2022-23 is year 2 of 5 	<ul style="list-style-type: none"> ● Three-year; ● SY2020-21 to SY2022-23 ● SY2022-23 is year 3 of 3 	<ul style="list-style-type: none"> ● Three-year; ● SY2020-21 to SY2022-23 ● SY2022-23 is year 3 of 3
<ul style="list-style-type: none"> ● Minnesota Statutes, section 120B.11: School boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning. ● Approved by Board of Education, Dec. 2018 ● Reflects SPPS long-term student outcomes, priorities and initiatives to accomplish them ● ARP funding (fall 2021) augments investment in initiatives 	<ul style="list-style-type: none"> ● Minnesota Statutes, section 120B.11: School boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning. ● Approved by Board of Education and MDE, March 2020 	<ul style="list-style-type: none"> ● Reflects requirements included in the current achievement and integration statutes and desegregation/ integration rule (Minn. Stat. § 124D.861, Minn. Stat. § 124D.862, Minn. R. 3535.0100-0180). ● Approved by the Board of Education and MDE, March 2020 ● SPPS is identified as a Racially Isolated District - District enrollment of protected students exceeds the enrollment of protected students of any adjoining district by more than 20 percentage points.

Timeline



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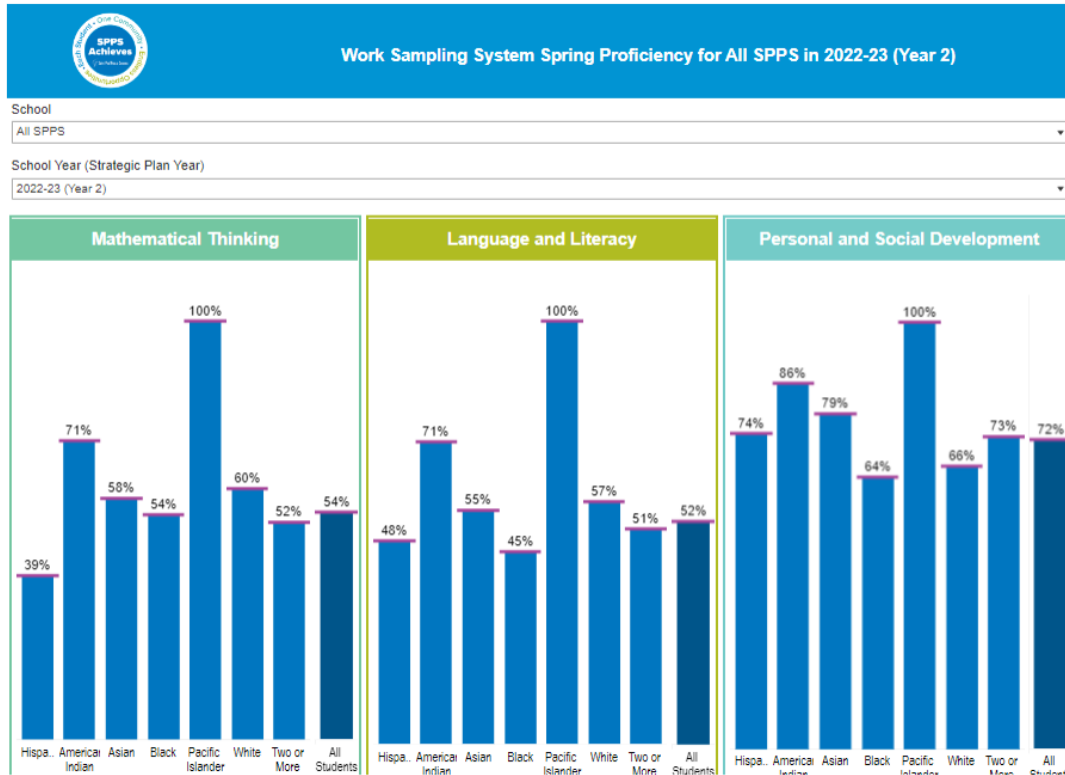
Goals & Outcomes

Area	SPPS Achieves Strategic Plan	World's Best Workforce (WBWF)	Achievement and Integration (A&I)
Kindergarten readiness	X	X	
Academic proficiency in math and reading	X	X	X
Decrease disparities, racial achievement gaps	X	X	
College & Career	X	X	7
Academic achievement for English Language Learners	X		
Academic achievement of students receiving special education services	X		
Equitable access to racially/ethnically diverse teachers			X
Equitable access to magnet school enrollment <i>*identified as an initiative and ARP strategy, not a long-term student outcome</i>	X		X

School Year 2022-23 Outcomes

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Kindergarten Readiness



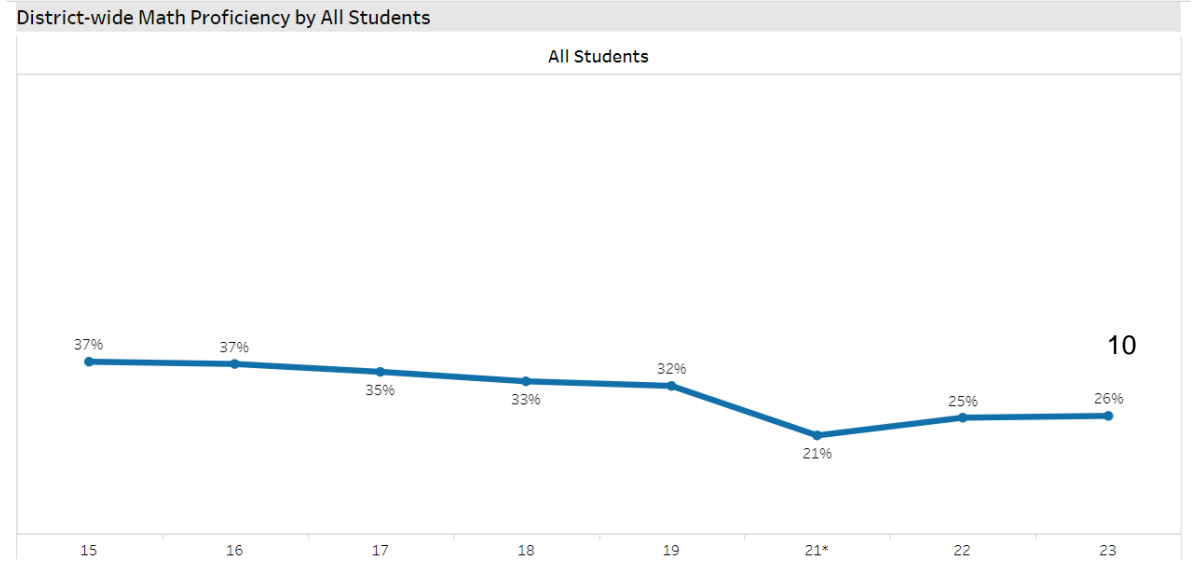
Outcomes reflect high proportions of Pre-K students achieving proficiency in core areas

- 54% meeting target in math
- 52% meeting target in language and literacy
- 72% meeting target in personal and social development

Academic Achievement in Math

Although there have been increases since the 8-year low of 21%, the percentage of student proficient has not reached pre-pandemic percentages.

Substantial increases necessary to achieve 5-year target.

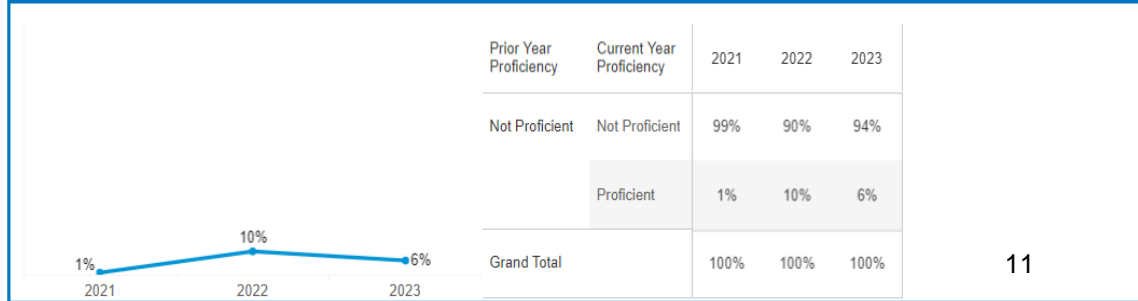


Academic Progress in Math

Initial positive changes since 2021 appear to be subsiding

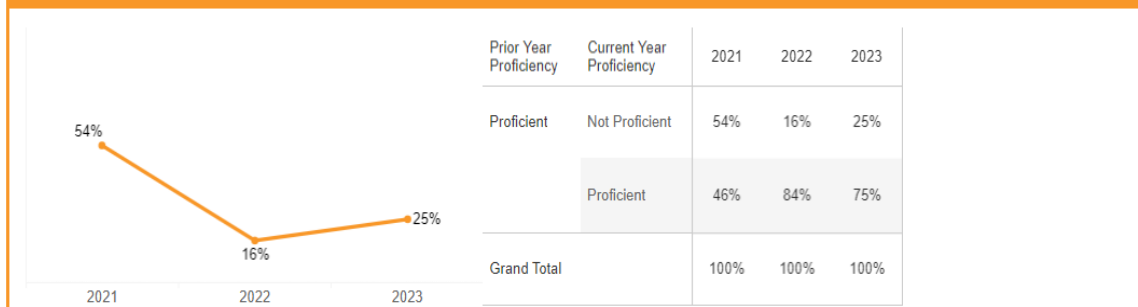
- The percentage of students not proficient in the prior year, now proficient increased then decreased
- The percentage of students proficient in the prior year, now not proficient decreased then increased

% NP->P: Not Proficient in Prior Year and Proficient in Current Year



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% P->NP: Proficient in Prior Year and Not Proficient in Current Year

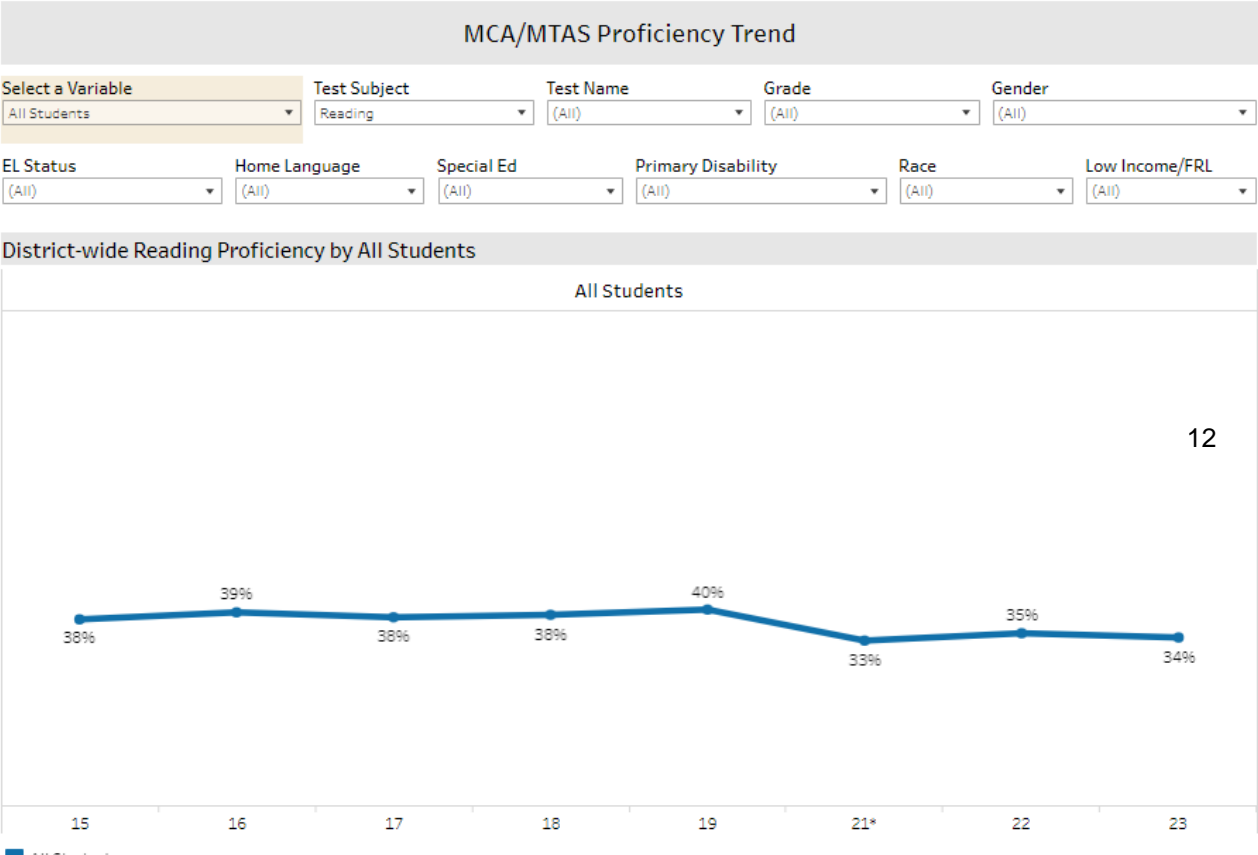


Filters applied: Grade: All; Race: All; Gender: All; FRL: All; EL: All; Spec. Ed.: All

Academic Achievement in Reading

Positive changes since 2021 8-year low of 33%, proficiency has not reached pre-pandemic levels.

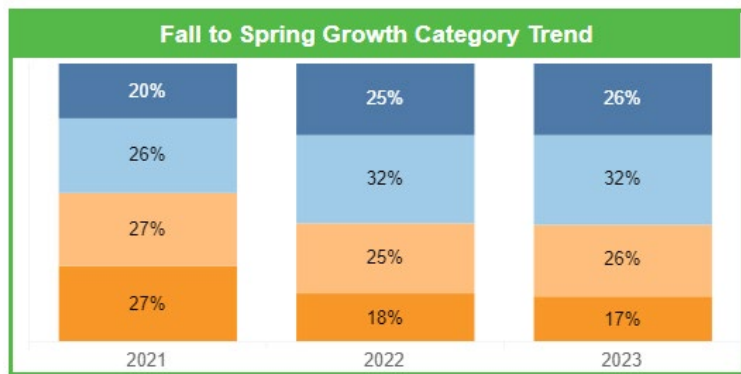
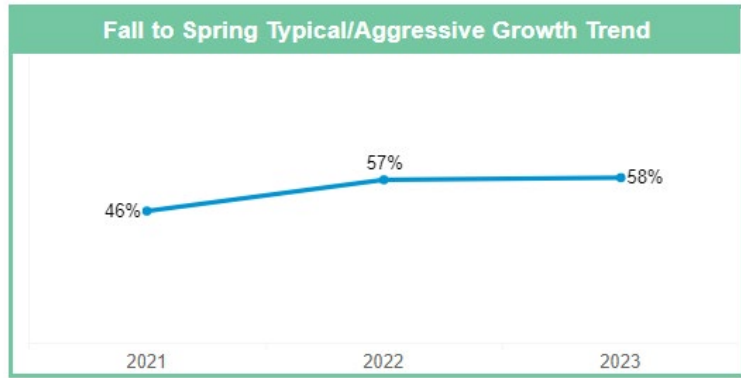
Substantial increases necessary to achieve 5-year target.



Academic Progress in Reading

Outcomes reflect continual increases since 2021

- The percentage of students (aReading grades 2-8) achieving typical/aggressive growth increased from 57% to 58%; 2 percentage points from 5-year target

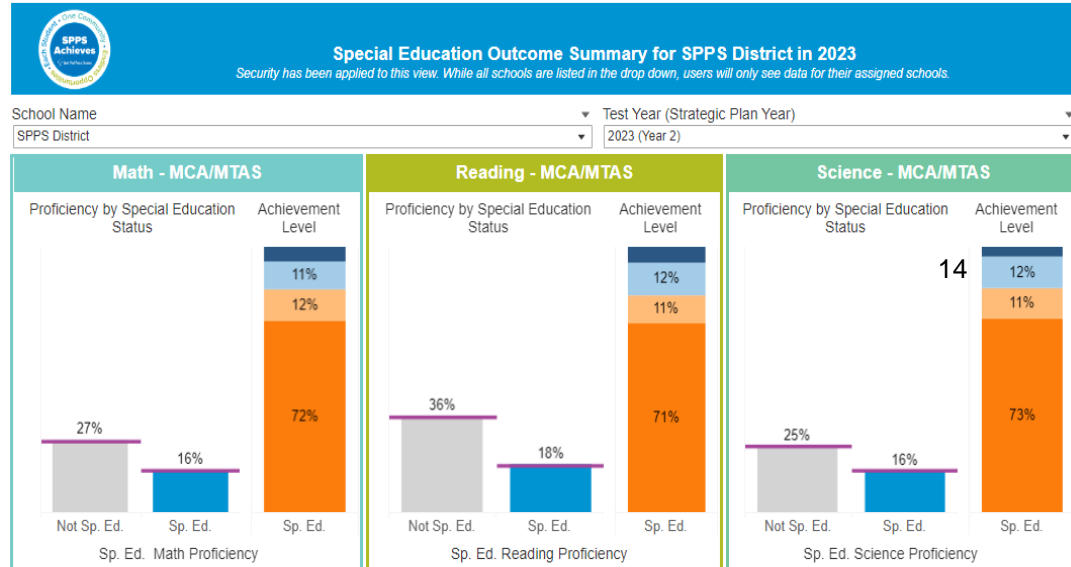


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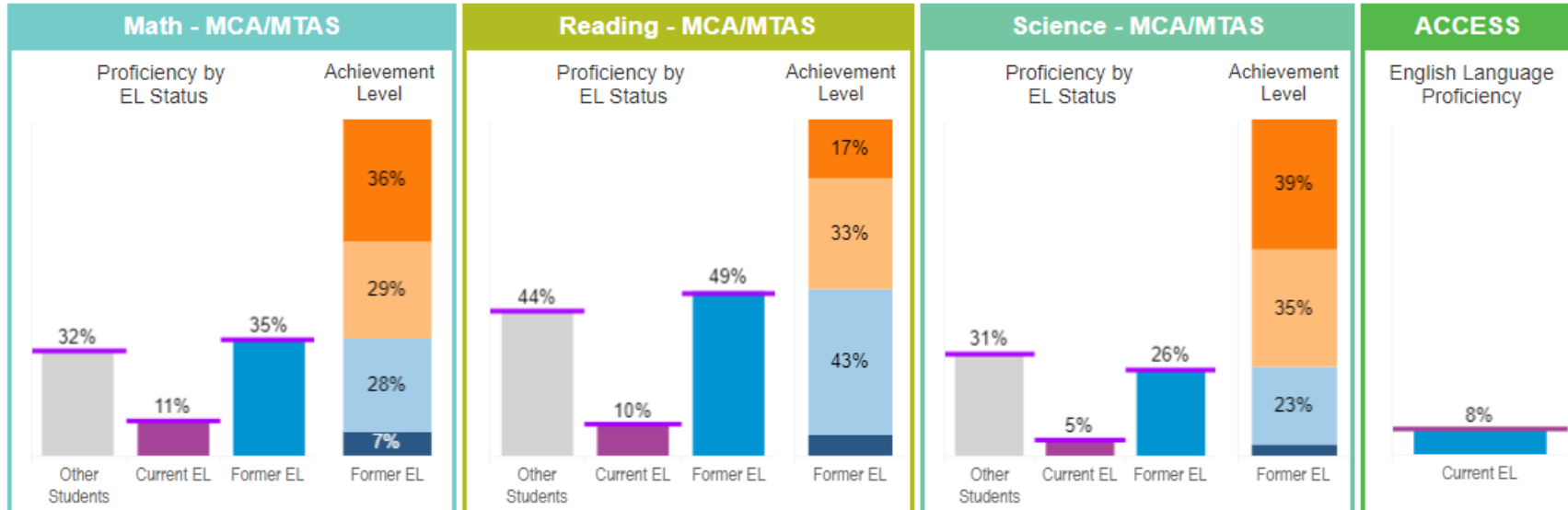
Students Receiving Special Education Services

Outcomes reflect small increases

- 16% of students receiving SPED proficient in math
- 18% of students receiving SPED proficient in reading
- 16% of students receiving SPED proficient in science



Students Learning English as a Second Language



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Outcomes reflect little change

- 8% of English language learners meet English language proficiency
- 35% of former English language learners proficient in reading
- 49% of former English language learners proficient in math
- 26% of former English language learners proficient in science

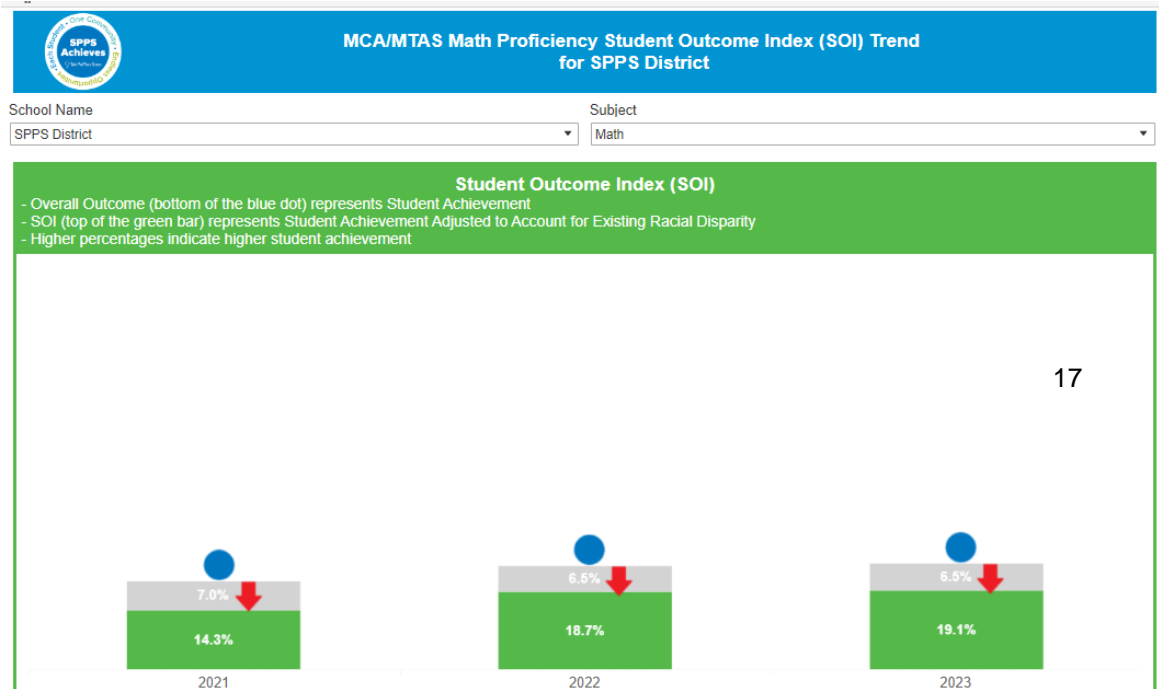
College, Career & Life

- 22% of graduates met math ACT college benchmarks
- 33% of graduates met reading ACT benchmark
- 25% of graduates met science ACT benchmark
- 75% of the class of 2021 graduated in four years; a small decline from the previous year.
- 53% of graduates enroll in post secondary directly from high school.

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Decreasing Disparities

- Disparities continue to exist across all outcome metrics.
- Disparities tend to increase as grades increase.



Work Sampling: Language & Literacy

Data Table for SOI Trend

	2021	2022	2023
Overall Outcome %	44.9%	50.3%	52.1%
D-index	0.09	0.07	0.04
Adjustment Amount	-4.2%	-3.4%	-2.2%
SOI	40.7%	46.9%	49.9%

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Fast: Typical/Aggressive Fall to Spring Growth

Data Table for SOI Trend

	2021	2022	2023
Overall Outcome %	46.2%	57.2%	58.0%
D-index	0.02	0.01	0.02
Adjustment Amount	-0.8%	-0.4%	-1.2%
SOI	45.4%	56.8%	56.8%

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MCA: Reading

Data Table for SOI Trend

	2021	2022	2023
Overall Outcome %	33.3%	34.8%	33.9%
D-index	0.24	0.22	0.23
Adjustment Amount	-7.9%	-7.5%	-7.7%
SOI	25.3%	27.3%	26.2%

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ACT: Reading

Data Table for SOI Trend

	2021	2022	2023
Overall Outcome %	26.8%	37.1%	33.1%
D-index	0.35	0.58	0.33
Adjustment Amount	-9.5%	-21.6%	-10.8%
SOI	17.3%	15.5%	22.3%

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Questions



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BUDGET ENGAGEMENT & COMMUNITY VALUES

Committee of the Board
December 5, 2023

Engagement Objectives

Gather feedback regarding how we can communicate effectively about school and district budgets

Gather a set of community values that can be used to inform the resource allocation process

Provide a basic understanding of school district and school buildings budgets

Build trust between community stakeholders and the district by communicating back how gathered feedback was used to make resource allocation decisions and influence communications around the budget

ROUND 1

ROUND 2



Engagement Summary

TOTAL PARTICIPANTS = 10,739

How We Engaged With You

Timeline

Marnita's Table Community Conversations	<ul style="list-style-type: none">Two community engagement events hosted by Marnita's Table at Washington Technology Magnet School and Humboldt High School	Spring 2023
Student Convenings	<ul style="list-style-type: none">Eight student convenings with SPPS high school students at the Black Youth Healing Arts Center	Spring 2023 ₂₅
Community Values Engagement Sessions	<ul style="list-style-type: none">Five language-specific sessions with SPPS Parent Advisory Councils (PACs)Four community engagement sessions at East African Elementary Magnet School, American Indian Magnet School, Como Park Senior High School and Humboldt High School	Fall 2023
Surveys	<ul style="list-style-type: none">Three surveys administered to students (grades 6-12), families and staff	Fall 2023

Marnita's Table Community Conversations

- Discussions centered around authentic connection/belonging, educational success, an SPPS graduate's future, the strategic plan, safety and "dream schools".
- While some groups described belonging, inclusion and feeling welcomed differently, it was clear that these values are important to those who attended.
- Students, families and community members identified opportunities for engagement and adding their voice as well as access to more class choices as things they highly value.
- Learning about other people and their cultures as well as an overall sense of inclusion are strong values.

The top two values from those who completed the exit survey are:

- The idea of belonging within the community and SPPS
- The importance of student voice and perspective

**257 Total
Participants**

Washington Technology
Magnet School
(April 25, 2023) 26

Humboldt High School
(May 4, 2023)

Student Convenings

Many high school students experience their high schools as spaces where the school climate and culture is often a barrier to learning. Students feel this is due to:

- differential treatment based on race, ethnicity, culture and identity
- inability of the school to articulate, communicate about and ensure physical safety
- lack of racial ethnic and cultural representation in classrooms
- escalating stress and anxiety
- restricting access to essential school resources such as bathrooms
- teachers' disinterest, lack of respect for students, and inability to facilitate learning in relevant and engaging ways

High school students value a school climate and culture that includes:

- access to school resources
- a network of friends, acquaintances and peers
- outreach from support staff
- teachers that build connection to the curriculum and reflect care for the student as a successful learner
- trustworthy adults

431 Student Participants

- Highland Park Senior High
April 27, 2023
- Central High School
May 3, 2023
- Washington Technology
Magnet High School
May 9, 2023
- Harding High School
May 10, 2023
- Open World Learning
May 11, 2023
- Como Park High School
May 17, 2023
- Johnson High School
May 18, 2023
- Humboldt High School
May 25, 2023

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Community Values Engagement Sessions

When asked to complete the phrase “I believe the purpose of school is...”, common responses included themes of:

- Learning
- College and career readiness
- Culturally responsive instruction
- Safety
- Preparedness for after graduating from high school

Safety was most commonly discussed when asked, “What would you like to hear your child/children say to you about their schooling experience?” Safety was discussed in both physical and emotional terms.

Family members across all language groups desire a positive school and district culture and want children to be happy, engaged in classes and passionate about learning.

360 Total Participants

- All PACs Budget Engagement Session
October 13, 2023
- East African Elementary Magnet School 28
October 17, 2023
- American Indian Magnet
October 23, 2023
- Como Park High School
October 25, 2023
- Humboldt High School
November 16, 2023

Community Values Surveys

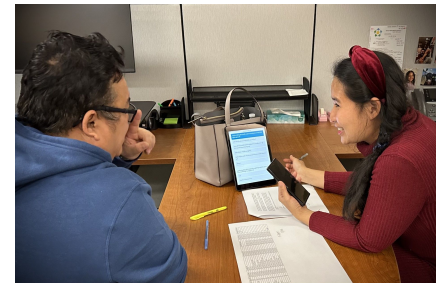
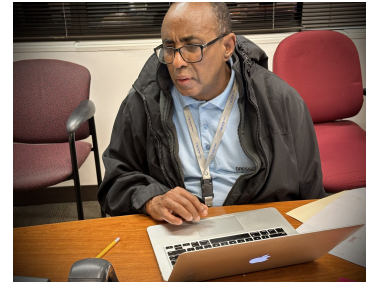
Highest Rankings

	Students (Grades 6-12)	Families	Staff
Students have friends	●		
Students have access to activities that interest them	●	●	
Students feel safe	●	●	●
Students feel successful and happy	●		29
Students are critical thinkers who are ready for next steps		●	●
School should help students gain self-knowledge, find personal sense of purpose and better understand their values	●	●	●

Group	Number of Responses	Response Rate
Students (grades 6-12)	3,347	20.28%
Staff	1,998	25.64%
Families	4,346	12.01%

Community Values Phone Bank

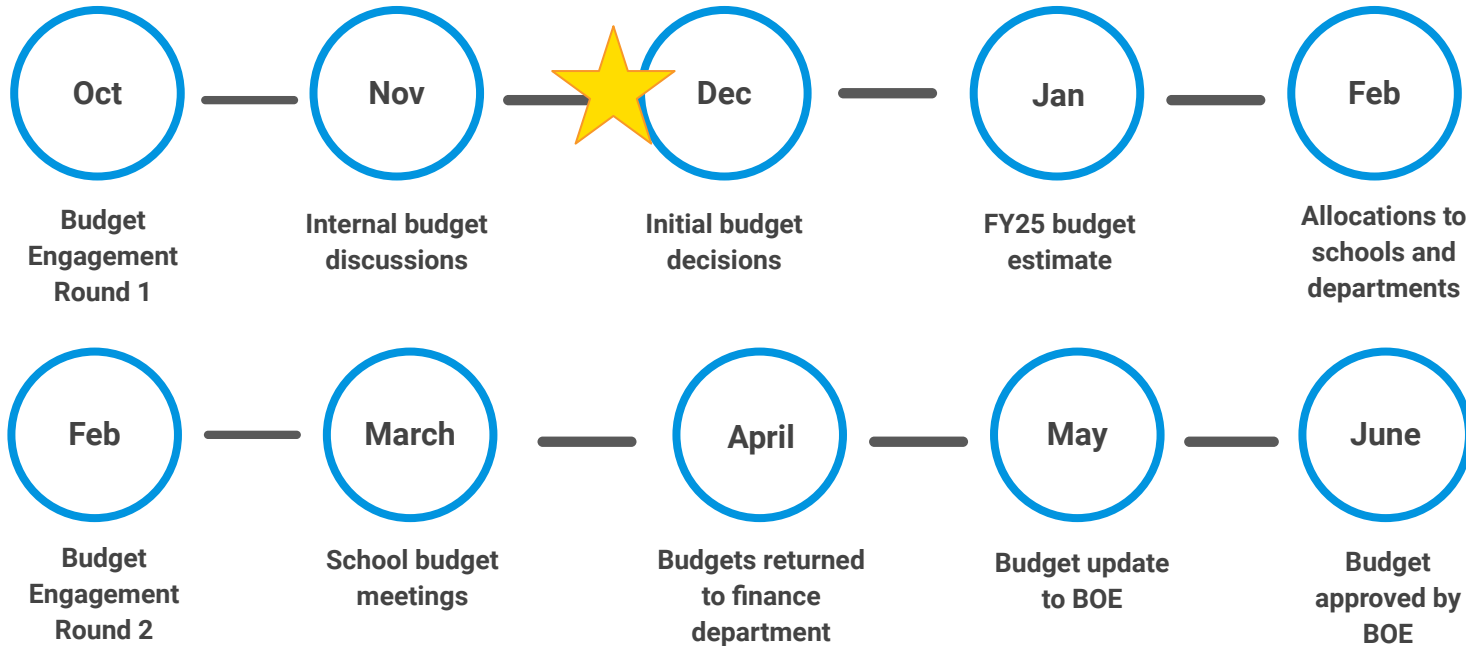
	Before phone bank	Result of phone bank
English	4000	+5
Special Education	0	+3
Somali	8	+21
Spanish	202	+22
Karen	23	+29
Hmong	6	+12
Amharic	0	+12
Oromo	0	+22



SPPS Finance Advisory Committee (FAC)

Responsibilities	Members	Meeting Schedule
<ul style="list-style-type: none"> Review the annual levy Review the annual audit results Review annual budget and adjustments Understand and engage in planning and financing significant projects Provide feedback on investment planning (OPEB Trust) Actively participate in other fiscal matters 	<ul style="list-style-type: none"> Board Member: Director Ward Board Member: Chair Vue Board Member: TBD in January Superintendent Joe Gothard Executive Chief Tom Sager Executive Director Andrew Adams <p>Community Members</p> <ul style="list-style-type: none"> Mikisha Nation Alan Ickler Michelle Mitchell Mee Moua Dr. Thomas Adams Michele Miley 	<ul style="list-style-type: none"> November 27, 2023 January 29, 2024 March 25, 2024 May 28, 2024 <p style="text-align: right;">31</p>

Budget & Community Values Next Steps



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Share your feedback at spps.org/FY25budget

Questions?

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