

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

**December 16, 2024
6:00 PM**

A G E N D A

1. **CALL TO ORDER**
2. **ROLL CALL**
3. **APPROVAL OF THE ORDER OF THE MAIN AGENDA**
4. **INTERVIEW OF A FINALIST FOR THE POSITION OF SUPERINTENDENT OF SAINT PAUL PUBLIC SCHOOLS**
 - A. Dr. Rhoda Mhiripiri-Reed 2
5. **ADJOURNMENT**

#BoldSubject#

Dr. Rhoda Mhiripiri-Reed



Finalist Candidate for
Saint Paul Public Schools Superintendent

“Reading equates to liberation. Once you learn how to read, freedom is yours.”

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- from *All In*

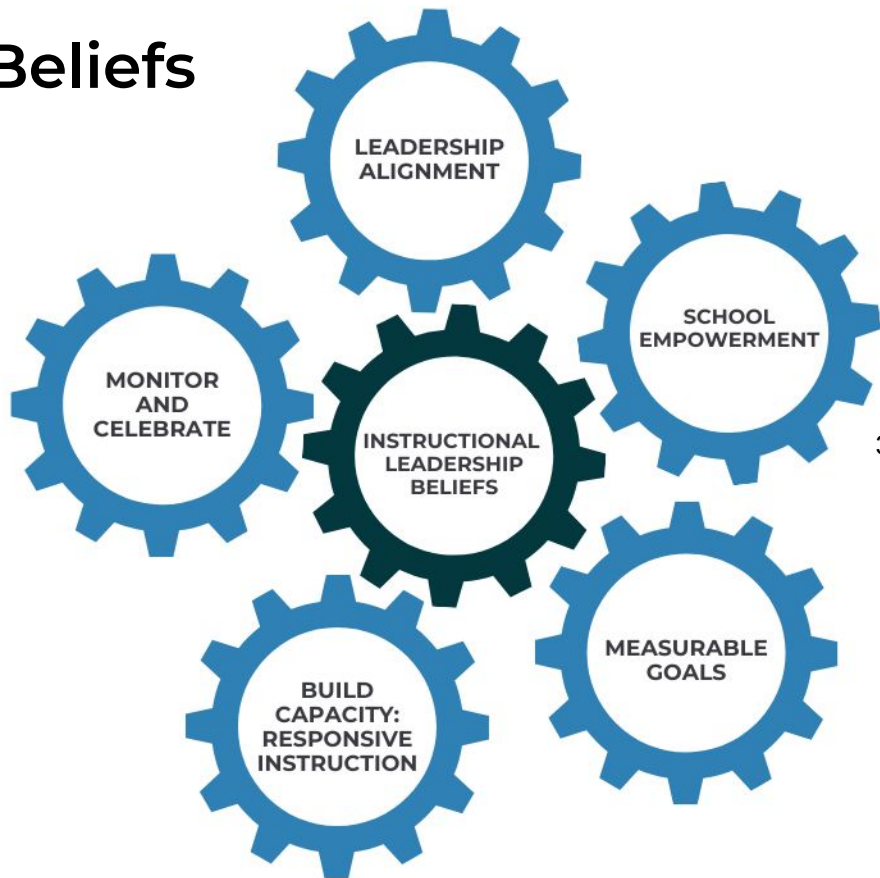
Dr. Artika Tyner

Lawyer, Educator, Author,
Speaker, My Former Student



Instructional Leadership Beliefs

- **Superintendent as instructional leader:** Set the vision and lead with a shared, collective focus.
- **Empower schools and principals:** Position as key drivers of improvement.
- **Set measurable goals:** Focus on fidelity and outcomes.
- **Build capacity:** Ensure daily use of evidence-based, culturally responsive practices; lean into data collection and review.
- **Monitor and adjust:** Track progress, celebrate successes, and address challenges promptly.





Leadership Moves



1. Develop bold **VISION** informed by clear **NEED**.
2. Build system **CAPACITY** for strong **OUTCOMES** based on high fidelity inputs.
3. Inspect what we expect, and manage change **RESTORATIVELY**.
4. **INVEST** strategically for strong ROI.
5. Sustain and further: **CULTURE** of improvement and **INNOVATION**.



Develop bold vision informed by clear need

Conduct Comprehensive Needs Assessment

- Gain a **clear and shared** understanding of SPPS actions-to-date
- Audit 3-4 year olds needing PreK
- Strengths and gaps:
 - **FastBridge and street level data**
 - Curriculum and materials
 - Teaching and leadership capacity
 - Data and organizational structures
 - Lowlight and highlight data

Which students, classrooms and schools are performing higher than expected, and what can we learn from those spaces?

Develop a Clear, Bold, 10-Year Vision

- Vision and vertical goal alignment: Board, district, schools, teachers
- Articulate SMARTIE goals for literacy, math and science
- **Focus on fidelity and outcomes**
 - Fidelity (inputs)
 - Outcome (outputs)
- Ensure goals are developmentally aligned for PK, K-2, 3-5, 6-8, 9-12+

Develop metrics review cycle including principals and teachers on instructional leadership teams.

My Experience: Led community-wide strategic visioning, built 13-year strategic plan informed by specific and measurable deliverables, developed goal cycle and monitoring framework.

Build system capacity for strong outcomes based on high fidelity inputs

Input #1: Clear articulation of high expectation tier one instructional practices - if you can name it and see it, you can achieve it. Undergird with restorative practices and culture.

Input #2: Every teacher has access to consistent curriculum and materials – district-wide, culturally responsive, and designed to build teacher and student efficacy.

Input #3: Professional development with a focus on feedback and growth – training, support, observations, and feedback. Undergird with restorative practices and culture.

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NIRN: Full implementation = 50%+ use practice as intended 80% of the time

My Experiences: Trained principals; built system-wide instructional framework bolstered by district and school-based instructional leadership teams; trained teachers with evidence-based reading practices; implemented UFLI, FIRE and SIPPS; producing strong results with more students scoring as low-risk on FB.

Inspect what we expect. Manage change restoratively.

High Alignment

- **Consistent** goals across teacher, school, district teams
- **Consistent** use of culturally responsive and evidence-based leadership/teaching practices
- **Consistent** cohorting to ensure FB and common assessments are administered correctly
- **Consistent** review of fidelity and outcome data

High Support

- Observation and outcome data yield early intervention for students, teachers, leaders, and schools
- Restorative MTSS and SAT structures
- Students and teachers learn, manage own data
- Wrap around support for students or teachers needing acceleration

High Accountability

- Set time-bound goals
- Cross team/cross school Data Summits to review fidelity and outcomes
- Recalibrate unmet goals⁷
- Provide real-time dashboards to public
- Leverage predictive data analytics to anticipate challenges; examine and replicate success

My Experiences: Paired high accountability with high support within systems and structures that are aligned across schools, as well as vertically aligned with District.

Invest strategically for strong return on investment.

Ensure budget is a moral document with resources aligned to needs

Invest in continuous improvement processes with **Academic Return on Investment (AROI)** for key programs and digital resources

Invest in parents and families, engage community

Create demand parents/caregivers who expect results and help educate at home

Invest in **tutors and mentors for students** not making growth; match older and younger students

Secure philanthropic and business support for funding, time, and talent



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My Experiences: Built staffing models for resources to follow needs. Created AROI model for program evaluation. Partnered with education foundation for additional resources.

Sustain and Further: Culture of Improvement & Innovation



Promote culture of continuous improvement

- Build collective efficacy within and across schools
- Recognize small and big success with regular updates to community
- Celebrate growth and positive outcomes

Inspire strategic change & innovation

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- Promote student voice; students have GREAT ideas!
- Try new programs – especially in math, science, CTE, and enrichment; deepen engagement, prepare students for ever-changing careers
- Break down silos, encourage creativity and risk-taking

My Experiences: Launched bold vision of innovation, with strategic plan designed for continuous improvement - time bound to 2031. Promoted student and staff voice. Encouraged and modeled creative thinking, risk-taking, and cross teaming.



Proven Instructional Leadership

- **Volunteer** at Head Start and tutor/mentor of elementary-aged girls during 4 years of college
- **Teacher** at Highland Park Middle School in SPPS, where she began her career
- **Principal** at large Brooklyn Park High School
- **Director of Leadership Development** in Washington, D.C. public schools, building turnaround principals for the system
- **Associate Superintendent** in northern California, turning around low-performing district and building its capacity to help all learners achieve
- **Superintendent** in Hopkins, building system-wide instructional and restorative framework, school- and district-based instructional leadership teams, and evidence-based reading practices yielding strong outcomes

