

**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 17, 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. Brenda Cassellius 2
5. **ADJOURNMENT**

#BoldSubject#

Prioritizing Student Outcomes

2

Continuous Improvement in St. Paul Public Schools

Dr. Brenda Cassellius

Begin With the End
in Mind



Ground in Equity

Educational equity is the condition of justice, fairness and inclusion in our systems of education so that all students have access to the opportunities to learn and develop to their fullest potentials. The pursuit of educational equity recognizes the historical conditions and barriers that have prevented opportunity and success in learning for students based on their races, incomes, and other social conditions. Eliminating those structural and institutional barriers to educational opportunities requires systemic change that allows for distribution of resources, information and other support depending on the student's situation to ensure an equitable outcome.

Equity is different from equality. Equity is a principle that is based upon justness and fairness, while equality demands everyone be treated at the same level.

The Minnesota Department of Education is leading for educational excellence and equity. Every day for every one.



education.mn.gov

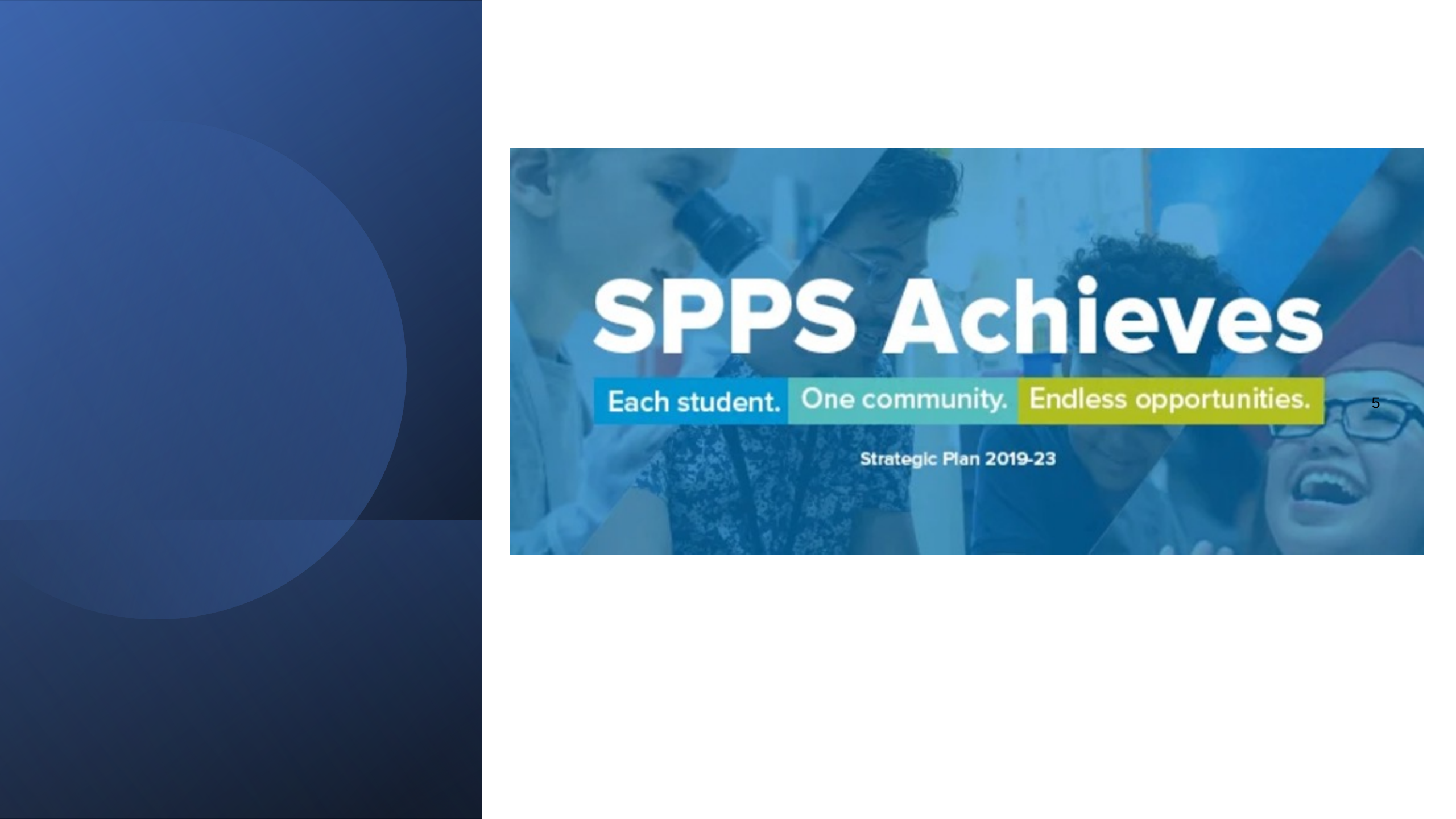
Ten Minnesota Commitments to Equity

*Creating equitable opportunities is dependent upon having inclusive policies and practices that **represent** all students, and providing each student increased **access** to and creating meaningful **participation** in high-quality learning experiences where each student realizes positive **outcomes**.*

1. **Prioritize equity:** Set and communicate a vision and targets for high outcomes for all students.
2. **Start from within:** Focus on leadership, diversity and inclusiveness.
3. **Measure what matters:** Use relevant and meaningful data. Hold each other accountable for equity.
4. **Go local:** Engage and develop leaders at all levels. Empower community partners in the continuous improvement work.
5. **Follow the money:** Allocate resources to learners who need them most.
6. **Start early:** Invest in families and learners early on.
7. **Monitor equitable implementation of standards:** Improve the quality of curriculum and instruction for all students.
8. **Value people:** Focus on teachers and leaders. Develop the people you have. Ensure equitable access to the best teachers.
9. **Improve conditions for learning:** Focus on school culture, climate and social-emotional development. Connect teaching to the experiences, assets and needs of students.
10. **Give students options:** Empower students with high-quality options to support every learner's success.

Adapted from the Council for Chief State School Officers, Florida Department of Education and the Midwest & Plains Equity Assistance Center (MAP Center).

Revised July 25, 2018



SPPS Achieves

Each student. One community. Endless opportunities.

Strategic Plan 2019-23



Saint Paul Public Schools

<https://www.spps.org> › [about](#) › [departments](#) › [innovation](#) ⋮

Strategic Plan – Saint Paul Public Schools

SPPS Achieves is Saint Paul Public Schools' districtwide strategic plan that sets goals for student achievement, guides decision-making, and focuses our ...

Achievement and Integration ...

SPPS Horizontal Logo. Header Right Column. Header Right ...



Envision SPPS

Tasked with aligning school facilities and programs ...



World's Best Workforce Plan ...

World's Best Workforce Plan (SPPS Achieves) - Saint Paul ...

Progress Monitoring

The SPPS Achieves Strategic Plan incorporates performance ...

Stakeholder Engagement

... SPPS Achieves. SPPS Achieves. Year 1 Engagement Reports ...

[More results from spps.org »](#)



SPPS Achieves Framework

Long-Term Student Outcomes:

1. Decrease disparities in achievement based on race, ethnicity, culture and identity
2. Increase achievement of English Learners
3. Increase achievement of students receiving special education services
4. Improve kindergarten readiness
5. Increase academic growth in reading and math for all students
6. Prepare all graduates for college, career and life

Systemic Equity	Positive School and District Culture	Effective and Culturally Responsive Instruction	College and Career Readiness	Program Evaluation/ Resource Allocation	Family and Community Engagement
Objective 1:	Objective 2:	Objective 3:	Objective 4:	Objective 5:	Objective 6:
Identify and address institutional and systemic inequities	Create inclusive school and district cultures	Increase our capacity to meet the instructional needs of each learner	Increase opportunities for students to envision their future, explore careers and prepare for postsecondary education	Allocate resources based on program effectiveness and organizational priorities	Improve stakeholder engagement in district decisions
Strategic Initiatives:	Strategic Initiatives:	Strategic Initiatives:	Strategic Initiatives:	Strategic Initiatives:	Strategic Initiatives:
1.1) Develop and implement a system-wide Equity Plan as defined by Board Policy 101.00	2.1) Implement culturally responsive Social Emotional Learning (SEL) district wide aligned with Positive Behavioral Intervention & Supports (PBIS)	3.1) Implement culturally responsive teaching districtwide 3.2) Ensure all students have access to instruction in science, social studies, the arts, health, and physical education 3.3) Implement a districtwide middle school model 3.4) Address the challenges to academic progress resulting from COVID-19	4.1) Strengthen college and career curriculum, instruction, pathways, and personal planning	5.1) Implement a system for routinely assessing program effectiveness 5.2) Allocate resources strategically through priority-based budgeting 5.3) Align school facilities with well-rounded programs.	6.1) Implement authentic community engagement planning and strategies

Adjusted January 2021

Curriculum and Instruction



Pre-Kindergarten

GO



Elementary School

GO



Middle School

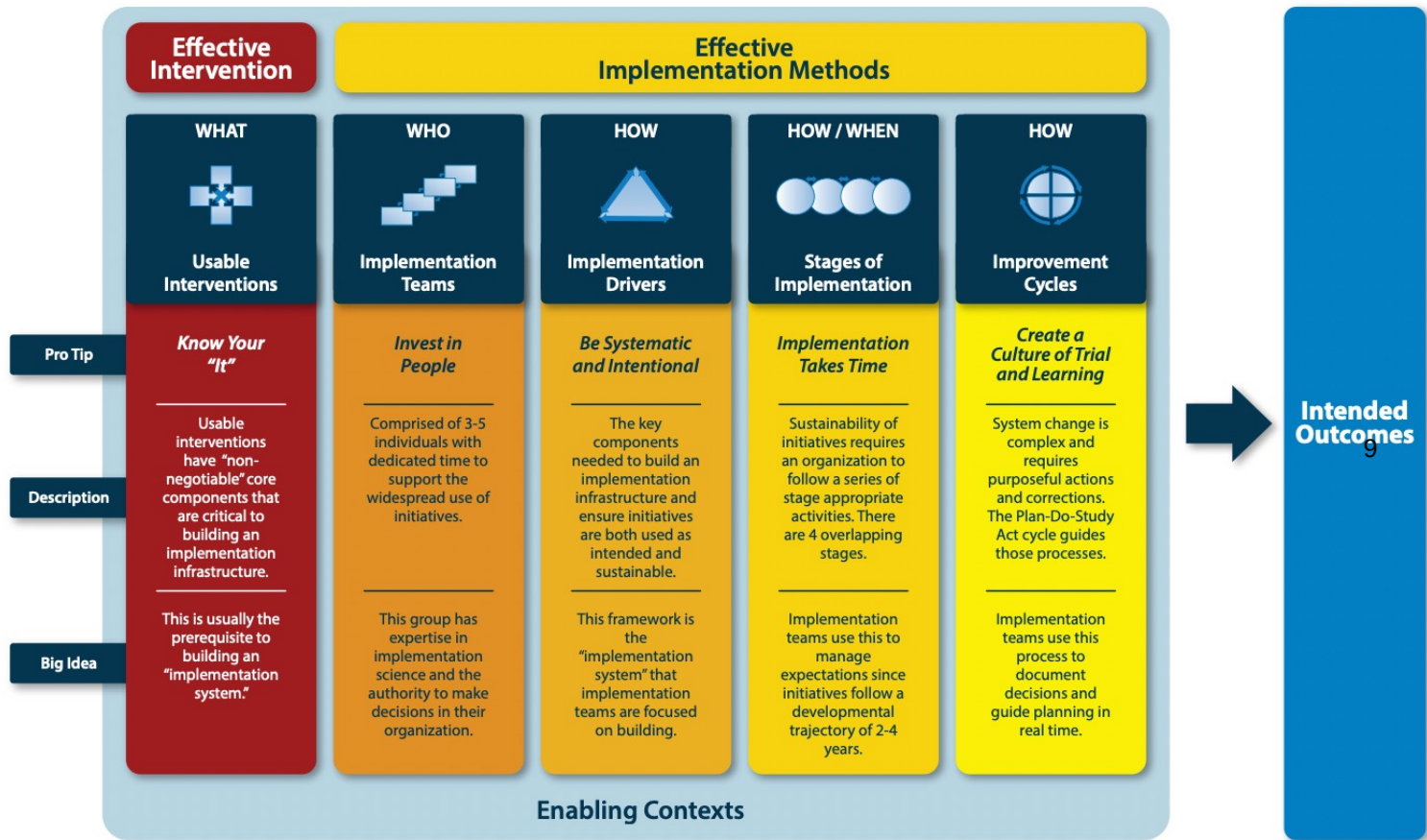
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High School

GO

Implementation Science Overview



© 2018 Implementation Scientists, LLC; Authorized Adaptation © 2018 Wilson Language Training and Implementation Scientists, LLC
Preferred citation: Wilson Language Training & Implementation Scientists, LLC. (2018). Implementation Science Overview. Oxford, MA: Author. Retrieved from: <https://tinyurl.com/WilsonIS>

Figure 6: Implementation Science Overview

PROGRESS MONITORING

Strategic Plan Progress Monitoring

+ 2021 SPPS ACHIEVES ADJUSTED FRAMEWORK

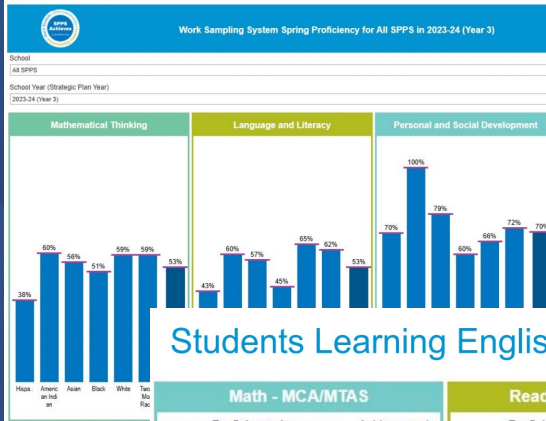
+ SPPS ACHIEVES OBJECTIVES

+ INITIAL STRATEGIC PLAN FRAMEWORK & ACTION PLANS (2018)

+ MEASUREMENTS OF SUCCESS

+ PROGRESS REPORTS

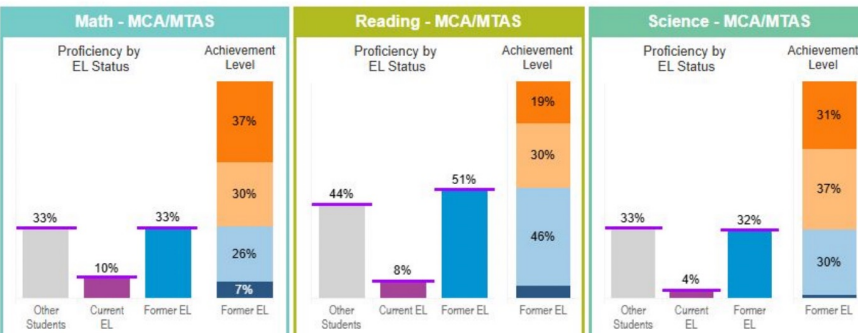
Kindergarten Readiness



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

- 53% meeting target in math
- 53% meeting target in language and literacy

Students Learning English as a Second Language



Outcomes reflect little change

- 33% of former English I
- 51% of former English I
- 32% of former English I
- 8% of English language

Students Receiving Special Education

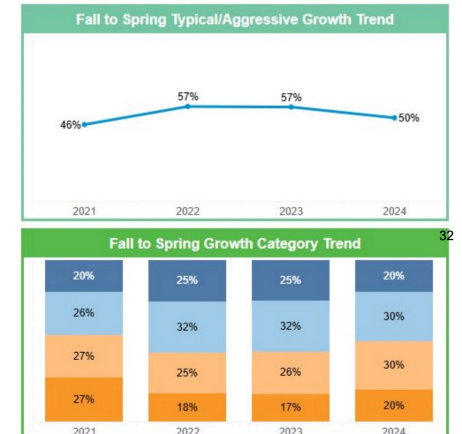
Outcomes reflect small increases

- 16% of students receiving SPED proficient in math
- 18% of students receiving SPED proficient in reading
- 17% of students receiving SPED proficient in science

Academic Progress in Reading

Outcomes decreased from 2023

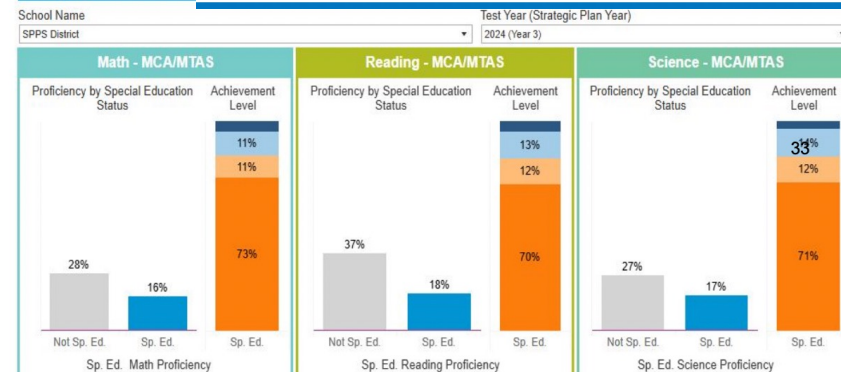
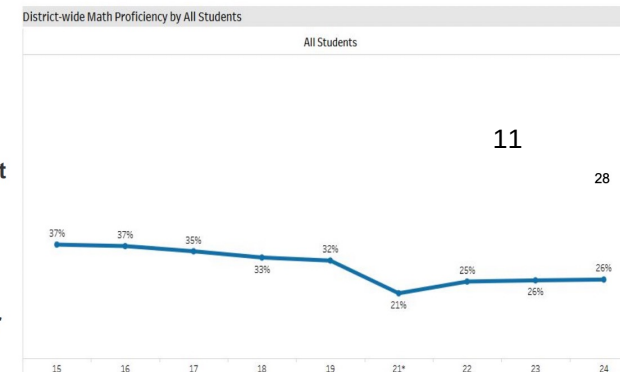
- The percentage of students (aReading grades 2-8) achieving typical/aggressive growth decreased from 57% to 50%; 10 percentage points from 5-year target



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.



Tennessee Middle School Results

Results

School System (by size)	Grade 8 Math - % Prof/Adv					Grade 8 R/LA - % Prof Adv				
	2003-2004	2006-2007	2007-2008	Gain	03-07 Overall Gain	2003-2004	2006-2007	2007-2008	Gain	03-07 Overall Gain
Memphis	67.7	77.8	82.2	10.1	14.5	66.1	84.8	88.3	18.7	22.2
Nashville (Davidson Co.)	75.4	80.2	82.2	4.8	6.8	73.8	87.7	91.1	13.9	17.3
Knoxville (Knox Co.)	83.8	88	90.2	4.2	6.4	80.7	91.9	94.6	11.2	13.9
Shelby County	89.1	93.1	94.1	4	5	88.4	95.2	96.5	6.8	8.1
Chattanooga (Hamilton Co.)	82.6	86.6	88.4	4	5.8	78.3	90.5	93.3	12.2	15
					-					
State	82.9	88	90	5.1	7.1	80.5	92	94.2	11.5	13.7

”

“LEADERSHIP IS ABOUT MAKING OTHERS
BETTER AS A RESULT OF YOUR PRESENCE
AND MAKING SURE THAT IMPACT LASTS IN
YOUR ABSENCE.”

- Sheryl Sanberg



“Relationships, Responsibility, Results”

- Dr. Carol Johnson





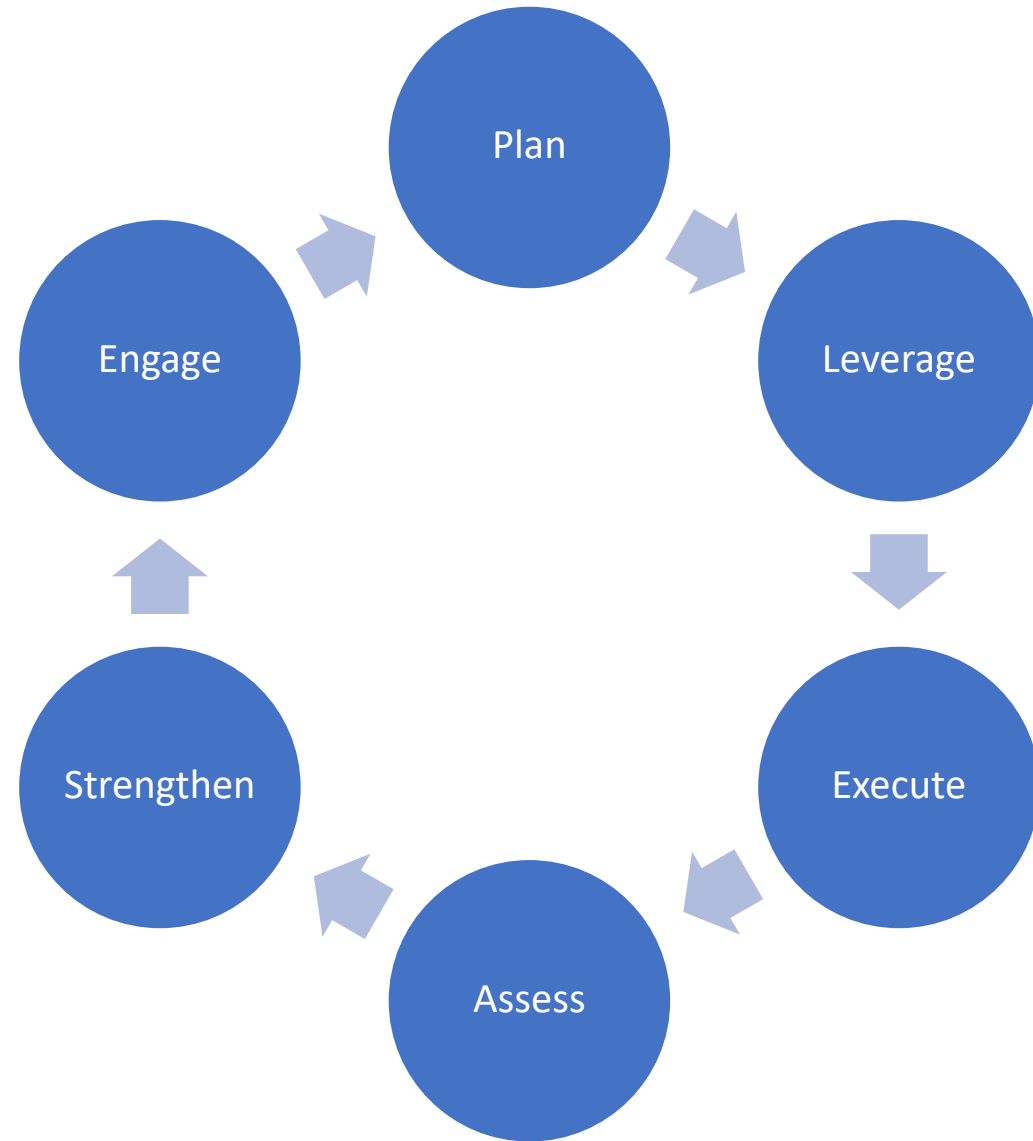
Nurture and Leverage Community and Partnerships Towards a Shared Vision



Supported, Networked, Empowered and Connected Cross-functional Teams



Sustaining Results





“It is the adults who create the
conditions in which children succeed.”

- Brenda Cassellius

“Treat people as
they want to be,
and you help
them become
what they are
capable of
being”

-Wolfgang Von Goethe

