



Saint Paul
PUBLIC SCHOOLS

Envision SPPS: Our plan for well-rounded programs

Board of Education - Special Meeting

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What you will learn:

1. Responses to questions:

- School magnet and Title I status
- Class size cost
- Charters schools
- Parent perspectives

2. Engagement next steps:

- Virtual information session
- Board of Education meetings:
 - Listening session; Public Hearing; Other meetings
- Site-specific meeting

Magnet status and Title I sites

How many magnet and Title I schools affected

Area	School	Recommended Action	Magnet Status	Title I
Area A	L'Etoile du Nord	Merge	District wide	No
	Parkway	Close	District wide	Yes
	Phalen Hmong Dual	Merge	Regional	Yes
	Phalen Hmong Studies	Remains (part of merge)	Regional	Yes
Area D	Riverview Spanish	Remains (part of merge)	Regional	Yes
Area E	Wellstone Biosmart	Close	District wide	Yes
	Wellstone Spanish	Close	Regional	Yes

How many magnet and Title I schools affected

Area	School	Recommended Action	Magnet Status	Title I
Area F	Jackson Hmong Dual	Merge	Regional	Yes
	Obama	Close	District wide	Yes
	Capitol Hill	High school pathway change	District wide	No
	JJ Hill	Merge	Regional	No
	Highland H.S.	Pathway feeder change	District wide	No

Class Size Cost

Class Size Limitations and Enrollment Follow-up

- Research on class size is varied with mixed conclusions
- When effective, the research indicates the following:
 - Reducing averages by 32%
 - Class size: 15-18
- Given that the following estimates are given in response to the question, **“How much would it cost for SPPS to meet the “ideal” class size in grades K-5?”**

Class size	15 students	18 students
SPPS Cost	\$61,092,690	\$38,526,756
Additional Class Size FTEs	565.04	356.33

Sources: Finn, J. D., & Achilles, C. M. (1999). Tennessee’s Class Size Study: Findings, Implications, Misconceptions. Educational Evaluation and Policy Analysis, 21(2), 97–109. <https://doi.org/10.2307/1164294> | Mathis, William J. (2016). Research-Based Options for Education Policymaking: The Effectiveness of Class Size Reduction. National Education Policy Center, University of Colorado

Charter Schools in St. Paul

STEP Academy Charter School	2011-2012	Community School of Excellence	2018-2019
Cornerstone Montessori Elementary	2011-2012	Hmong College Prep Academy ES	2018-2019
Higher Ground Academy	2013-2014	St. Paul City School	2019-2020
Avalon School	2013-2014	Sejong Academy of Minnesota	2019-2020
Great River School	2013-2014	The Journey School	2019-2020
Upper Mississippi Academy	2013-2014	Achieve Language Academy	2020-2021
Avalon School ESY	2014-2015	Cyber Village Academy	2020-2021
LIFE Prep	2014-2015	Minnesota Online High School	2020-2021
College Preparatory Elementary	2014-2015	Quantum STEAM Academy Charter School	2020-2021
Cornerstone Montessori Elementary ESY	2014-2015	St. Paul City School ESY	2020-2021
Sejong Academy of Minnesota	2014-2015	The Journey School Middle	2020-2021
Minnesota Math and Science Academy	2014-2015	CVA PASCAL Elementary School (K-5)	2021-2022
HOPE Community Academy	2015-2016	Quantum STEAM Academy Middle School	2021-2022
Career Pathways	2015-2016	St. Paul School of Northern Lights	2021-2022
Community of Peace Academy	2017-2018		
Hmong College Prep Academy	2017-2018		
STEP Academy Elementary	2017-2018		

Parent Perspectives

SPPS Family Feedback Survey

- Designed to collect information on parent and family decisions to withdraw their students from SPPS
- Survey centered on reasons for withdrawal, subsequent enrollment after SPPS, and potential for re-enrollment
- Sent to families who withdrew their students during the 2015-16 school year
- Administered online
 - Sent two times during the school year: Once at the close of quarters 1 and 2 and again at the close of quarter 3
- Families were contacted by the Office of Student Placement
 - Phoned several families to conduct over the telephone surveys.
- After an initial period, families received follow-up communication

Family feedback survey: Factors impacting family program decisions

	Number of Families	Number of Responses	Response Rate
Left during 2015-16	1,790	49	
Enrolled in 2018-19 but did not come back for SY 2019-20	2103	205	
Left beginning of 2019-20	576	45	
Left 2 nd semester 2019-20 (Jan 7 – Jan 31)	185	35	
TOTAL			

Top reasons families make other school choices (N=305)

	All Years	
We moved.	97	32%
The school felt unsafe.	51	17%
We did not like the class sizes.	50	16%
The school start time did not meet our needs.	48	16%
There was not enough academic rigor.	41	13%
The school staff was not approachable.	41	13%
We believe our child/children were harassed/bullied.	38	12%
Our child/children required specialized services that were not available.	33	11%
We did not like the achievement/test scores in the district.	28	9%
There was little to no choice in courses/classes for our child/children.	24	8%
We did not feel welcomed because of our race, family structure, religion, other family characteristics.	23	8%
We did not get our first choice of school.	19	6%
We did not receive transportation.	7	2%
We had family in another district.	7	2%
We needed a pre school option	3	1%

Top reasons families make other school choices (N=305)

Our daughter has ADHD and could not thrive in a large, chaotic classroom. The teachers had too many students and behavior issues to deal with.

My daughter was enrolled in the preschool program. The class times were very inconvenient. I also have a daughter who was enrolled in 3rd grade. Trying to enroll them both in a before and after school program was a nightmare.

Too much busy work, not enough depth into subjects that interested my child. Poor advanced learner education.

We had a rough two years at Middle School and felt that the current district administration could not correct the problems in time for our child to have a good high school experience.

Top reasons families make other school choices (N=305)

Children were very mean. Too much money went to support behavioral specialists, counselors and social workers, and nothing went to academics. I was told Title would be available for my child prior to enrolling, and I found out it was not even available at all. Staff was not very approachable, accommodating, or friendly. Teachers did not give 100%. Do not care about my child's education at all. I will never send my children to a st paul public school again.

...did not feel like I could speak with his teacher, he was placed in the wrong program. He has special needs and every St. Paul school that he has attended was placing him in a program that was unfit for his needs, he was unhappy as was I!

The gender/ race makeup of our child's class did impact our choice because it felt like he didn't have anyone like him in his class.

Is there anything we could have done to change your mind?

No there is nothing that would have changed our mind.	111	36%
Provided the right support services for our child/children.	77	25%
Responded more quickly to my concerns.	56	18%
Made my family feel welcomed and valued at the school.	42	14%
Given us our first choice of school.	22	7%
Given us transportation.	18	6%
Decreased the testing requirements.	4	1%

Is there anything we could have done to change your mind? (N=305)

Offer more robust well-rounded curriculum with music, art, foreign language. Decrease class sizes and offer more behavioral support. Do something to attract more families! I can't believe how fragmented our community is with people scattered all over between catholic, charter, private and public schools.

Fundamentally change schools to be a place where kids can follow their interests and never lose their innate love of learning. Stop cutting them off from their communities, sticking them in same-age classrooms, and giving homework so that they have no chance to have any other life outside of school. (6.5 hrs a day should be enough!) Parent and teacher input should always be paramount, whether it's about start time, turning Pre-K into full-day, or giving homework.

Is there anything we could have done to change your mind? (N=305)

Very poor communication. Disappointing conferences and teacher communication. We felt like our son was just passed through grade to grade without an appropriate amount of attention. Very disappointed.

If we got into our first choice, Capitol Hill, we would still be at SPPS. My family is doing so well now, it would be hard to come back or send my up and coming children there.

Transportation and school was an issue as I have express my concern to my child no one seems to care, as they understand their are other students besides mine who almost got ran over by a car and because no parent have not express their concern they are ok with putting young children on a busy street

Engagement Next Steps

Information Sessions - Virtual only

- **English: Nov. 8 from 6-7:30 p.m.**
- **Hmong Nov. 1; Karen Nov. 4; Somali No. 1 & Nov. 5; Spanish Nov. 3**
- **The day of, visit [SPPS.ORG/Envision](https://www.spps.org/Envision) to access link to view**
- **Format:**
 - Watch via EduVision and submit questions via chat function
 - Questions answered in real time via moderated panelists

Public Hearing: In-person and virtual viewing

- **Date: Nov. 11 begins at 5:30 p.m.**
- Location: 360 Colborne Ave.
- Interpreters on site for Hmong, Karen, Somali, Spanish
- Format: In-person; brief intro/welcome; time-limited public comment
 - Public signs up at the session to speak
 - Speakers have up to 3 minutes to speak
 - Speakers encouraged to vacate the building after speaking and continue to watch via livestream
 - Allows for less crowded conditions and more social distancing

Information Meetings with Affected Schools

- **Dates: Oct. 20 to Nov. 10**
- Questions:
 - What component, actions or activity need to be conducted, planned or facilitated to help with the potential transition?
 - What specific support could the district provide to help a potential transition?
- General themes will be documented to share with Board of Education and administration

Board of Education meeting dates

- Work sessions: Nov. 8, Nov. 15
- Committee of the Board: Nov. 9
- BOE vote: Nov. 16

QUESTIONS?

Website: spps.org/envision

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