Envision SPPS: Final report

Board of Education Update

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June 20, 2023
Guide to Presentation

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Evaluation</td>
</tr>
<tr>
<td>2</td>
<td>General Implementation</td>
</tr>
<tr>
<td>3</td>
<td>New Enrollment Initiatives</td>
</tr>
</tbody>
</table>
Evaluation
## Evaluation Timeline

<table>
<thead>
<tr>
<th>Summer 2022</th>
<th>Fall 2022</th>
<th>Winter 2022</th>
<th>Spring 2023</th>
<th>June-July 2023</th>
<th>Fall 2023– Fall 2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Planning</td>
<td>Data Collection</td>
<td>Family Survey</td>
<td>Principal interviews</td>
<td>Envision Evaluation Completion</td>
<td>Continued Data Tracking</td>
</tr>
<tr>
<td>Evaluation Planning and Approval</td>
<td>Data Collection on short term quantitative measures for secondary data analysis</td>
<td></td>
<td></td>
<td></td>
<td>Continued data collection, analysis, and reporting on long-term student and staff retention and school/program enrollment</td>
</tr>
</tbody>
</table>

- **Evaluation Planning**: Evaluation Planning and Approval
- **Data Collection**: Data Collection on short term quantitative measures for secondary data analysis
- **Family Survey**: Family Survey
- **Principal interviews**: Principal interviews
- **Staff Survey**: Staff Survey
- **Secondary data analysis**: Secondary data analysis
- **Envision Evaluation Completion**: Envision Evaluation Completion
- **Final Report and Presentation**: Final Report and Presentation

*Inspire students to think critically, pursue their dreams and change the world.*
Evaluation Areas and Questions

Impact on students and families
To what extent are parents and students satisfied with the process of transitioning to new schools, programs, or physical locations?
   ● Student Retention Analysis
   ● Student Transportation Analysis

Impact on teachers and instructional staff
To what extent has the Envision program impacted SPPS' ability to retain high-quality, diverse instructional staff?
   ● Staff Retention

Sustainability of Schools
To what extent has Envision assisted schools and programs to be sustainable into the future?
   ● Student Retention Analysis
   ● Principal Interviews

Success of schools and programs in providing students with a well-rounded education
To what extent are Envision-impacted schools able to provide their students with a well-rounded education?
   ● Principal Interviews
   ● Well-Rounded Education Analysis
Impact on students and families

Student Retention Analysis

To what extent are parents and students satisfied with the process of transitioning to new schools, programs, or physical locations?

- Percentage of Envision impacted students retained in the district after one, two, and three years.

Methods

- K-8 enrollment records for Spring 2022 and Oct. 1st 2022
- Percentage of students that were enrolled in SPPS spring 2022 that were still enrolled (in any building) on Oct. 1st were calculated
- Groups were compared to see the impact of Envision

Why it matters

- Families leaving is correlated with their satisfaction with their school or school options
- Maintaining or growing districtwide enrollment helps SPPS be financially able to provide the best possible education to its students
Impact on students and families

Student Retention Analysis

**Districtwide Non-Envision**
Students in the same grade ranges at non-Envision-impacted schools

**Envision Impacted:**
All students at schools impacted by Envision, regardless of if they had to move physical sites

**Moved Schools (Envision):**
Envision impacted students that had to move physical school locations.

All non-Envision-impacted K-8 students in SPPS

All students at Envision impacted schools, including those in the Move Group

Students at:
- Cherokee Heights Montessori
- Galtier
- Jackson
- John A. Johnson
- L’Etoile du Nord Lower Campus
- Parkway Montessori and Community
- Riverview Community
Impact on students and families

Student Retention Analysis Results

Districtwide Non-Envision: 88% retention, 0% difference

Envision Impacted: 85% retention, 3% difference

Moved Schools (Envision): 83% retention, 5% difference

Inspire students to think critically, pursue their dreams and change the world.
Sustainability of Schools
To what extent has Envision assisted school and programs to be sustainable into the future?

Sustainable Enrollment

<table>
<thead>
<tr>
<th>Class Size: 25</th>
<th>Large Elementary 600+ students</th>
<th>Small Elementary 251-450 students</th>
<th>Unsustainable Elementary &lt; 250 students</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5th Grade Teachers</td>
<td>Each grade: 4 classes (100 students) X4 teachers X6 grades</td>
<td>Each grade: 2 classes (50 students) X2 teachers X6 grades</td>
<td>Each grade: 1 class (25 students) X1 teacher X6 grades</td>
</tr>
<tr>
<td></td>
<td>24 generalists</td>
<td>12 generalists</td>
<td>6 generalists</td>
</tr>
<tr>
<td></td>
<td>4 specialists/ resource teachers</td>
<td>1 specialist/resource teacher</td>
<td>0 specialists/resource teachers</td>
</tr>
<tr>
<td></td>
<td>2 specialists (e.g., literacy coaches)</td>
<td>14 teachers total</td>
<td>5-6 teachers total</td>
</tr>
<tr>
<td></td>
<td>30 teachers total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sustainable Enrollment

The Percent of Elementary Students at Sustainable (#>250) increased due to Envision SPPS

- 80% in SY21-22
- 84% in SY22-23

47% in Envision Schools

0% 25% 50% 75% 100%

All Elementary Schools

Envision Schools
Sustainable Enrollment

The Percent of Elementary School Buildings with more than 250 Students Increased due Envision SPPS

- SY21-22
  - All Elementary Schools: 31%
  - Envision Schools: 66%

- SY22-23
  - All Elementary Schools: 75%
  - Envision Schools: 73%
Impact on students and families

Transportation Analysis
To what extent are parents and students satisfied with the process of transitioning to new schools, programs, or physical locations?

Why it matters
• Indicator of school satisfaction
• School location or transportation changes impact families based on resources and how their kids get to school

Methods
• Secondary data analysis of 765 students.
• To be included, students:
  ○ Attended an Envision school that required them to move physical locations
  ○ Lived at the same home address in June 2022 and October 2022
  ○ Continued to be enrolled in SPPS in October 2022
• Based on the school chosen by the family for SY 22-23
• Compared driving time and distance between SY21-22 to SY22-23 for each student and for Envision students to the district average for K-8 students

Limitations
• The analysis does not consider how students get to and from school
Impact on students and families
Transportation Analysis Results

• Students who were required to move due to Envision previously lived closer to their school on average than their peers
• Envision students who were required to move live the same distance on average from school as their peers

<table>
<thead>
<tr>
<th></th>
<th>Impacted Students</th>
<th>Standard Deviation</th>
<th>District K-8</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median Distance (miles)</td>
<td>2.68</td>
<td>3.03</td>
<td>2.69</td>
<td>3.44</td>
</tr>
</tbody>
</table>

*Analysis was also conducted weighting for # of middle vs. elementary school students. There were no significant differences.

• Students that were required to move now live about 1/3 of a mile further from school on average
**Impact on students and families**

**Transportation Analysis Results**

<table>
<thead>
<tr>
<th>Change in Distance (miles)</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5.0 - 0.5</td>
<td>24</td>
</tr>
<tr>
<td>-0.5 - 0.0</td>
<td>12</td>
</tr>
<tr>
<td>0.0 - 0.5</td>
<td>15</td>
</tr>
<tr>
<td>0.5 - 1.0</td>
<td>13</td>
</tr>
<tr>
<td>1.0 - 1.5</td>
<td>39</td>
</tr>
<tr>
<td>1.5 - 2.0</td>
<td>23</td>
</tr>
<tr>
<td>2.0 - 2.5</td>
<td>23</td>
</tr>
<tr>
<td>2.5 - 3.0</td>
<td>49</td>
</tr>
<tr>
<td>3.0 - 3.5</td>
<td>69</td>
</tr>
<tr>
<td>3.5 - 4.0</td>
<td>94</td>
</tr>
<tr>
<td>4.0 - 4.5</td>
<td>84</td>
</tr>
<tr>
<td>4.5 - 5.0</td>
<td>125</td>
</tr>
<tr>
<td>&gt; 5</td>
<td>33</td>
</tr>
<tr>
<td>&gt; 5</td>
<td>30</td>
</tr>
<tr>
<td>&gt; 5</td>
<td>27</td>
</tr>
<tr>
<td>&gt; 5</td>
<td>8</td>
</tr>
<tr>
<td>&gt; 5</td>
<td>23</td>
</tr>
<tr>
<td>&gt; 5</td>
<td>16</td>
</tr>
<tr>
<td>&gt; 5</td>
<td>16</td>
</tr>
<tr>
<td>&gt; 5</td>
<td>26</td>
</tr>
</tbody>
</table>

- More than 1/3 of students now are closer to their schools (37%)
- About 38% had a change of 1.5 miles or less
- About 25% had a large change (more than 1.5 miles); When looking at the largest distances (25%), they tend to be students living outside of the district or that opted for a regional or district-wide magnet instead of their community school.
Success of schools and programs in providing students with a well-rounded education

To what extent are Envision-impacted schools able to provide their students with a well-rounded education?

Well-Rounded Education Analysis

A well-rounded education is one that meets Minnesota state's educational standards by providing students with learning opportunities that give them the skills to succeed in school, college and career.

A well-rounded education includes:
• Instruction in the four core content areas: mathematics, literacy, social studies, and science
• Physical education
• Health
• Two arts and exposure to a third.

Why it matters
• Envision SPPS sets the stage for our students to receive a well-rounded education
• We as a district believe all students should have access to well-rounded education

See Well Rounded Education in SPPS Elementary Schools Summary of Results February, 2023 for full details. Available at https://www.spps.org/Page/46024.
Success of schools and programs in providing students with a well-rounded education

Well-Rounded Education Analysis

Methods
A secondary data review of Well Rounded Education in SPPS Elementary School Summary of Results report was conducted.

Well-rounded education definitions and notes
• Grade levels may receive different designations. If a school has grade levels with different designations, the designation of the majority of grade levels is used for the school identification. When the designations are evenly split, the lower category was used.
• Schools were identified as not well-rounded if they were not offering instruction in the four core subjects as well as PE, health, and two arts with an exposure to a third art.
Success of schools and programs in providing students with a well-rounded education

Well-Rounded Education Analysis

District Overall

<table>
<thead>
<tr>
<th>Grade</th>
<th>Well-rounded</th>
<th>Not well-rounded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Grades</td>
<td>33%</td>
<td>67%</td>
</tr>
<tr>
<td>K</td>
<td>39%</td>
<td>61%</td>
</tr>
<tr>
<td>1st</td>
<td>38%</td>
<td>62%</td>
</tr>
<tr>
<td>2nd</td>
<td>33%</td>
<td>67%</td>
</tr>
<tr>
<td>3rd</td>
<td>36%</td>
<td>64%</td>
</tr>
<tr>
<td>4th</td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>5th</td>
<td>49%</td>
<td>51%</td>
</tr>
</tbody>
</table>

Envision Schools

<table>
<thead>
<tr>
<th>Grade</th>
<th>Well-rounded</th>
<th>Not well-rounded</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Grades</td>
<td>38%</td>
<td>63%</td>
</tr>
<tr>
<td>K</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>1st</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>2nd</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>3rd</td>
<td>38%</td>
<td>63%</td>
</tr>
<tr>
<td>4th</td>
<td>38%</td>
<td>63%</td>
</tr>
<tr>
<td>5th</td>
<td>38%</td>
<td>63%</td>
</tr>
</tbody>
</table>
Impact on teachers and instructional staff

To what extent has the Envision program impacted SPPS’ ability to retain high-quality, diverse instructional staff?

Staff Retention Analysis

Methods:

• Identified staff at Envision impacted schools in Spring 2022 and included them if they were still working in the district as of Spring 2023

• Analysis was needed because not all staff responded to the survey

• Included approximately 400 teachers/licensed support staff and 150 EAs and TAs

• Teachers and licensed support staff include all staff in the teacher negotiation group (Counselors, social workers, etc.)

• Tested for differences in retention based on probationary status, if the staff person worked in special education or in a position on the 2023 hard-to-fill list, and if they were BIPOC or not.
Impact on teachers and instructional staff

Staff Retention Analysis

There were no differences in retention based on working in special education, being BIPOC, or working in a hard-to-fill position

One Year Retention Rate (Spring 2022 to Spring 2023)

- Teachers (Overall): 88%
- Non-Probationary Teachers: 94%
- Probationary Teachers: 78%
- Teaching Assistants: 78%
- Educational Assistants: 91%
Sustainability of Schools
To what extent has Envision assisted school and programs to be sustainable into the future?

Principal Interviews
Principal were invited to participate in interviews if they met the following criteria
  ● Led an Envision-impacted school during SY 2021-2022 or SY 2022-2023
  ● Currently employed in the district and their position does not create a potential conflict of interest, e.g., district-level administrator.

Methods
  ● All 11 invited principals participated in interviews conducted in person or via video call between May 16th and May 24, 2023
  ● Notes from the interviews were analyzed using qualitative methods for common themes
  ● Interviews were focused on the following topics
    ○ Background and basic information
    ○ Specialists, well rounded education, and student support staff
    ○ Transitions and building your team/school culture
    ○ Support received or needed from the district
Sustainability of Schools
Principal Interviews

General Challenges

• Start time changes were particularly difficult for staff and families
• Dramatic student composition changes at some sites
• Limited to no control over new staff at their school
• Late hiring or other human resources challenges
• More support was needed unpacking and preparing for moves
• Continued need for help with enrollment and marketing from district-level staff
• Envision SPPS lacked closure

“This interview is the only real closure we have had from Envision.”
Success of schools and programs in providing students with a well-rounded education

Principal Interviews

Well-Rounded Education

• Larger enrollment numbers allowed some of the schools to hire additional specialists.
• Some buildings could not offer new specialists, but generally, these buildings already offered a more well-rounded education.
• Building size and construction details somewhat limit specialists, such as being sound-resistant enough to have a music specialist.
• Partnerships with outside organizations and residencies are important for schools in helping them provide a well-rounded education within their budget constraints.
Promising Practices

School culture and staff cohesion:

- Bringing a cohort of teachers/staff with the principal to new buildings
- Interview and select whenever possible versus placements to help with staff cohesion.
- Paid retreat time for staff before the beginning of the school year and funding for staff team building activities.
- Create a fresh start for staff regarding relationships and evaluations regardless of past performance, relationships or evaluations.
- Create mixed grade level teams, with staff from the sending and receiving school.

Transition:

- Principals took responsibility for the success of the transition
- PBIS reboot or refocus
- Involvement of and support from assistant/area superintendents. Several principals expressed gratitude for their support.
- Project management support from the district (was helpful)

“My role was to make sure that I was providing a safe place for new staff to come over, and provide a sense of belonging for staff and students. And with that came organizing an end-of-year celebration between the two communities.”
QUESTIONS?
General Implementation
Obama Elementary School: Active Choice

● **137 students:**
  - 81.75% applied to another SPPS school
  - 3.65% transferred to another SPPS school this past year
  - 2.92% moving out of district/city
  - 11.68% (N=16) unable to directly connect with; **all have seat reserved at their area school this fall**

● **Communications:** School events, 1-1 meetings, phone calls, texts, letters, emails

● **School events:**
  - Oct. 5: Great Obama Get Together event
  - Oct. 7, Nov. 4: Parent-Principal Huddles
  - Nov. 15 and 18: School conferences
  - Jan. 17: MLK Day school event
  - Feb.13: NAAPID
  - June 1: 100 Year Carnival and Celebration
Obama Elementary School: Staff placements

- Interview and select outcome still being processed, but at least 90% of staff* placed at another SPPS schools
  - *Teachers, teaching assistants, educational assistants, school and services personnel, clerks
- We are not aware of any staff leaving SPPS
Highwood Hills, LEAP, Wellstone

- **LEAP**: Move to J. A. Johnson on track; JAJ remodeling underway and ready to welcome LEAP students in September 2023

- **Highwood Hills**: Current SY22-23 enrollment: 192; Projected 184 (+ 40 PK)
  - Received additional 20 PK seats (totals 40) via Head Start partnership
  - Selected as 1 of 6 schools to receive enrollment marketing funds

- **Wellstone**: Participating in Spanish Two Way Program Workgroup
  - Workgroup purpose: Examine how SPPS can develop strong academic experience for PreK-5 Spanish Dual Language Immersion Programs
  - Workgroup conclusion: Need to expand purpose to include PK-12 pathway and invite middle school and high school pathways to discussion
New Enrollment Initiatives
## Enrollment and Retention Campaigns

<table>
<thead>
<tr>
<th>Timeline:</th>
<th>Participating Schools:</th>
<th>Resources provided:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2022: Enrollment and Retention Committee convened</td>
<td>1. Cherokee Heights</td>
<td>• Contractors to assist with campaign development and implementation</td>
</tr>
<tr>
<td>Winter 2023: Schools selected</td>
<td>2. Dayton’s Bluff</td>
<td>• Marketing and Communications Plan Framework</td>
</tr>
<tr>
<td>April 2023: Interested schools submit proposals</td>
<td>3. Hamline</td>
<td>• Community Ambassador Framework</td>
</tr>
<tr>
<td>Fall 2023: Schools campaign plans developed</td>
<td>4. Highwood Hills</td>
<td></td>
</tr>
<tr>
<td>Winter 2023 - Summer 2024: Campaign launched</td>
<td>5. Hmong Language and Culture Middle School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Riverview Spanish/English Dual Immersion</td>
<td></td>
</tr>
</tbody>
</table>

**Participating Schools:**

1. Cherokee Heights
2. Dayton’s Bluff
3. Hamline
4. Highwood Hills
5. Hmong Language and Culture Middle School
6. Riverview Spanish/English Dual Immersion

**Resources provided:**

- Contractors to assist with campaign development and implementation
- Marketing and Communications Plan Framework
- Community Ambassador Framework
PreKindergarten Enrollment

- **Goal:** Expand access to quality Pre-K programming with long-term goal of retaining 75% of Pre-K students
  - Address SPPS’ PreK waitlist of 800+ (January 2023)

- **Nature Discovery program**
  - Unique, fee-based Pre-K program sets itself apart from free Pre-K offering
  - Families who meet qualifications have fees supplemented via School Readiness funds
  - One section filled, program promotions ongoing

- **Head Start partnership:**
  - Mixed-delivery program model; aligned with Governor Walz’s vision
  - 80 additional new students: Eastern Heights; Highwood Hills EXPO
East African Elementary Magnet School

- Opening September 2023
- Program focus: East African cultures and languages
- PreK-5 grades
  - PreK, K, Gr.1: 2 sections each
  - Grades 2-5: 1 section each
- School times: 7:30 a.m.-2 p.m.
- Location: 437 Edmund Ave. W. (former Jackson Elementary)
Decision-making process

- **Purpose:** Determine how SPPS can provide a well-rounded and sustainable PK-8 program focused on East African language(s) and culture(s).

- **Workgroup members:** 14+ with mix of SPPS staff and parents, all East African; invited content experts to advise on program and implementation.

- **Explore:** Key questions, data and findings, similar programs (Minneapolis Public Schools - Somali heritage program at 2 elementaries, St. Cloud - Somali Dual Immersion, fall 2023; SPPS Hmong Culture and Language program).

- **Timeline:** Every two weeks February-May 2023; now weekly through August with program implementation and recruitment focus.
Staff hiring and recruitment

- **Goal:** Hire staff who are reflective of the program’s cultures and languages

- **Timeline:**
  - May 3 (officially starts July 1): Principal hired: Dr. Abdisalam Adam, 26 years with SPPS, respected community leader
    - May 5: Project Manager assigned to manage program implementation
  - May 16-18: Principal/hiring team conduct internal staff interviews
  - May 24-June 16: Round 3 of interview and select for internal candidates
  - May 24 > Opens up to external candidates until positions filled

- **Recruitment of diverse candidates** through local college and university education programs; connecting with East African education community
May-August: Marketing and Recruitment

- **May 16**: Press conference with East African and other major media

- **May 19 and May 26**: Hosting targeted information/registration events; postcard mailings to high-density East African areas

- **Mid-May-July**: Face-to-face recruitment + distributing info flyers and attending at: community events, holidays, independence days, holy days, soccer games, mosques, churches, restaurants, businesses, day cares, etc.

- **August**: School Open House
Welcome video

English version: https://youtu.be/NJiit5XlqpE
QUESTIONS?