



I. WORKGROUP MEMBER NAMES, ROLES AND/OR TITLES, ORGANIZATIONAL AFFILIATIONS

1. Megan Sheppard, Director, Equal Employment Opportunity, SPPS
2. Darren Ginther, Director, Office of College and Career Readiness, SPPS
3. Elizabeth Putnam, Assistant Director, Department of Alternative Education, SPPS
4. Marshall Davis, Supervisor PreK-12 Science, Office of Teaching and Learning, SPPS
5. Holly Miller, Program Evaluator, Department of Research, Evaluation and Assessment, SPPS
6. Sherry Carlstrom, Director, Title I Federal Programs and Facilitator for Achievement and Integration. SPPS
7. Cindy Porter, Research Analyst REA, SPPS
8. Jada Wollenzien-Eastman, Program Manager Leadership Development, SPPS
9. Aquanetta Anderson, Community Partnership Project Coordinator, SPPS
10. Chuck Long, General Counsel, General Counsel's Office, SPPS
11. Jim Hilbert, Community Partner, NAACP
12. Dr. Cheryl Chatman, Community Partner, NAACP

II. MEETING DATES AND TIMES

Meeting 1: November 11, 2020	4:30 to 6:30 PM
Meeting 2: November 16, 2020	3:00 to 5:00 PM
Meeting 3: November 30, 2020	3:00 to 5:00 PM
Meeting 4: December 7, 2020	3:00 to 5:00 PM
Meeting 5: February 2, 2021	2:00 to 4:00 PM
Meeting 6: February 17, 2021	2:00 to 4:00 PM
Meeting 7: March 3, 2021	8:30 to 10:00 AM
Meeting 8: March 17, 2021	1:00 to 3:00 PM
Meeting 9: March 29, 2021	1:00 to 3:00 PM

III. WORKGROUP PURPOSE STATEMENT

The Achievement and Integration Team's purpose is to identify guidelines, framework and recommendations on viable school options for SPPS with the understanding that schools must strive to be racially and economically integrated.

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- Identify community needs and assets to offer guidelines
 - Identify blindspots and unintended consequences
 - Assessing what we have and determining community needs
 - Build on community assets and build programming for unmet needs
 - Racial and economic integration at the core of our group

IV. ESSENTIAL QUESTIONS AND RESPONSES (FINDINGS)

What is the definition of a ‘racially and economically integrated school’ for Saint Paul Public Schools versus what it means for the State of MN (per State’s definition)?

Background Information

Minnesota Statute 124D.861 defines the purpose of the "Achievement and Integration for Minnesota" program is to pursue racial and economic integration and increase student academic achievement, **create equitable educational opportunities**, and **reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds** in Minnesota public schools.

"Segregation" means the intentional act or acts by a school district that has the discriminatory purpose of causing a student to attend or not attend particular programs or schools within the district on the basis of the student's race and that causes a concentration of protected students at a particular school. The phrase “protected class students” means students who self-report as being in one of the race and ethnicity categories used by school districts and MDE to track student enrollment. These categories are African/Black Americans, Asian/Pacific Americans, Chicano/Latino Americans, American Indian/Alaskan Native, and multi-racial.

- It is not segregation for a concentration of protected students or white students to exist within schools or school districts:
 - If the concentration is not the result of intentional acts motivated by a discriminatory purpose;
 - If the concentration occurs at schools providing equitable educational opportunities based on the factors identified in part 3535.0130, subpart 2; and
 - If the concentration of protected students has occurred as the result of choices by parents, students, or both.
- In addition to the factors in item A, it is not segregation for concentrations of enrolled American Indian students to exist within schools or school districts:
 - If the concentration exists as a result of attempting to meet the unique academic and culturally related educational needs of enrolled American Indian students through programs developed pursuant to the federal government's trust relationship with American Indian tribes or through an agreement with an American Indian tribal government; and

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- The concentration exists as the result of voluntary choices made by American Indian parents, enrolled American Indian students, or both.

Racially identifiable school within a district. "Racially identifiable school within a district" means a school where the enrollment of protected students at the school within a district is more than 20 percentage points above the enrollment of protected students in the entire district for the grade levels served by that school.

Racially isolated school district. "Racially isolated school district" means a district where the districtwide enrollment of protected students exceeds the enrollment of protected students of any adjoining district by more than 20 percentage points.

Discussion

State Identification of Racially Identifiable School

With x% students of color, Saint Paul Public Schools is identified as a Racially Isolated School District. At the time of this report, Saint Paul Public Schools has two schools that have been identified as a Racially Identifiable School (Phalen and Jackson). Both schools have a concentration of Asian students that exceeds the district average of Asian students for the entire district by more than 20%. Both schools also have a large proportion of Asian students attending Jackson and Phalen due to the specific Hmong Dual Immersion and Cultural Studies programs.

SPPS Definition of Integration ([Integration Task Force Report](#))

“Both the school districts and wider communities tend to perceive integration in purely demographic terms. That is, most people look at integration as racially balancing enrollment at each school. Though critically important, the Task Force believes “integration” encompasses far more than just demographics. Widening the definition of “integration” is deemed critical to future success in integrating individual schools and the district as a whole.”

“Integration is the inclusion of different racial socioeconomic and ethnic groups to remove the legal and social barriers that perpetuate disparities in student achievement. Integration values multiple perspectives and practices within curriculum, staffing, and decision making, within the school and district that serve the purpose of eliminating educational inequities. Integration is more than just diversity and racial desegregation (count the people); it is inclusion and belonging (the people count). It is foundational for equal and equitable access to educational resources for all students.”

Eight key characteristics of integrated schools:

- Student achievement
- Student experience
- Demographics
- Staffing
- Curriculum
- Governance
- Resources
- Community



The Task Force identified a range of barriers that inhibits public school integration. The most significant barriers include:

- Inertia
- Fear
- Lack of commitment
- Budget and transportation issues
- Tendency to “chase the money”
- District policies
- “Too few” White students
- Disproportionate enrollment
- Institutional racism
- Insufficient residential integration across the city’s neighborhoods

Unknown Impact of Cruz-Guzman

In November 2015, seven families and one nonprofit organization commenced a class-action lawsuit in the Hennepin County District Court against the State of Minnesota on behalf of the children and families of the Saint Paul and Minneapolis public schools. The class-action lawsuit, filed by St. Paul parent, Alejandro Cruz-Guzman, charged that segregated schools, enabled by state enrollment laws, are preventing Twin Cities-area students of color from getting an adequate education.

The case has highlighted several practices by the Minneapolis and Saint Paul public schools, other school districts, charter schools, and the State as contributing to school segregation and inadequate educational outcomes. The practices include boundary decisions for school districts and school attendance areas; the formation of segregated charter schools and the decision to exempt charter schools from desegregation plans; the use of federal and state desegregation funds for other purposes; the failure to implement effective desegregation remedies; and the inequitable allocation of resources.

Most recently, Minnesota officials have agreed to a plan which emerged from settlement talks in the ongoing school desegregation lawsuit. The Minnesota State Legislature has yet to approve the settlement. The plan would create a metro-wide student busing program, establish four new magnet schools and order racially isolated charter and district schools to integrate.

Plans for participating school districts must focus the following on four areas:

- (1) Culturally responsive teaching;
- (2) Student academic achievement;
- (3) Integration; and
- (4) Inclusion.

In developing a plan, a participating school district must identify a leadership team, conduct a needs assessment, conduct an equity and diversity impact assessment, and identify processes to measure fidelity of implementation, continuously monitor improvement, and conduct program evaluation.

Plans must include evidence-based strategies and measurable goals and outcomes



in each focus area and for student achievement based on disaggregated data. Plans must have clear annual measurable goals and outcomes and three-year targets and measures.

- Evidence-based strategies in district plans must include but are not limited to:
 - Curricula and programming that has been shown to enhance academic outcomes for historically underserved students;
 - Recruitment and retention of culturally competent teachers, administrators, and staff who have received anti-bias training;
 - Increasing the percentages of teachers, administrators, and staff who are of color or indigenous to better reflect the composition of the student population;
 - Equitable and non exclusionary disciplinary practices;
 - Multi-tiered systems of support, including restorative practices, social-emotional learning, positive behavioral interventions and supports, and academic interventions;
 - Culturally responsive instructional practices;
 - Family engagement training through the department, the University of Minnesota
 - Urban Research and Outreach-Engagement Center, or an equivalent quality training approved by the commissioner; and
 - Student engagement and drop-out prevention strategies.
- The plan must identify and increase inclusion within school buildings, including but not limited to eliminating disparities.
- The plan may include use of technology to provide integrated learning opportunities for students.

Plans for school districts with identifiable schools must include strategies that use

clear and measurable goals and timetables to eliminate the identifiable status of the schools within three years. Plans in these districts must also demonstrate that identifiable schools are equitably funded within the district. Strategies for reducing the number of identifiable schools may include redrawing school attendance zones.

Plans for isolated districts must include strategies that use clear and measurable goals and timetables to reduce or eliminate isolation, including integration and inclusion strategies with students from other school districts or charter schools.

- Strategies for isolated districts in the seven-county metropolitan area must include participation in the voluntary metro-wide interdistrict integration program in section 124F.04.
- Strategies for isolated districts outside the seven-county metropolitan area may participate in the voluntary metro-wide interdistrict integration program in section 124F.04.

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- Isolated districts may collaborate with one or more adjoining school districts, charter schools within the isolated district, or charter schools within an adjoining district to develop a three-year integration plan.

Exempt districts are not required to accept students from the voluntary metro-wide interdistrict integration program in section 124F.04, but must allow resident students to enroll in other districts participating in the program.

Note: Du jure vs de facto segregation (resulting from laws, policies, practices, vs from economic or social factors).

What to Avoid:

- Avoid shifting boundaries in a way that creates a greater racial and economic imbalance between schools.
- Avoid “racially/culturally specific” programming that may have the potential to have a greater appeal to particular student groups unless there is a plan to offset that impact with other programming to encourage more diversity in the school.

Opportunities:

- Complete an equity and diversity impact assessment for each new potential program associated with a school.
- Ensure that any changes to district boundaries helps to promote more integrated and racially and economically balanced schools.
- Ensure that schools are equitably funded.
- Students have equitable access to before school, after school and summer programs.
- Schools have equitable access to in-field, experienced and diverse teachers.

Considerations:

Is there room to consider the definition of racially integrated in terms of racial balance? What are the trends in terms of changing populations across SPPS?

- Loss of white students.
- Impact of Charter schools.
- Impact of Open Enrollment
- Impact of class size limitations
- Impact of COVID and overall enrollment

Is the district pleased with integration numbers across schools in the district?

- Is SPPS recruiting more white students to SPPS and across the district?

- What did SPPS intentionally do to go from 7 racially identified schools down to 1 and now back to 2.
 - What practices or programs did we put in place to better integrate those 6 other schools?
 - Was there something intentional or was it because we lost white students from our district which changed the district average. It may not have been any particular program or strategy that made our 6 schools more integrated.

Unknown: Impact of Impact of Cruz-Guzman to Racially/Economically integrate schools.

- V. Using SPPS’s definition of integration, what are some features of an integrated school.
1. Access
 2. Licensure/Out of field (?)
 3. Inexperienced/new teachers
 4. Attrition (?)
 5. Teachers that look like students

VI. INTERSECTIONS WITH OTHER WORKGROUPS - consider the following:

- a. How does your focus area intersect with other Envision Workgroup focus areas?**

The effects on integration at schools must be a top consideration for all final recommendations; all workgroups should consider integration in their findings.

- b. What information will you need from other workgroups to complete your work?**

None

- c. What information from your workgroup is relevant to share with other workgroups?**

The Integration workgroup findings will inform final recommendations made by the Core Planning Team to SPPS leadership.

VI. LIST OF DATA SOURCES

- [Envision SPPS Achievement and Integration Meeting Agendas and Notes](#)
- [Integration Taskforce Report](#)
- [Racially Identifiable School Data MDE](#)
- [Equity Impact Tool Examples](#); note [impact assessment tool](#) developed for Envision SPPS to monitor proportional impact of potential recommendations to specific student groups

VIII. OTHER COMMENTS

Original Purpose Statement and Essential Questions:



PURPOSE STATEMENT: Ensure Envision SPPS recommendations do not have unintended negative consequences for keeping the District on track with its integration efforts.

- HOW DO WE PREVENT BECOMING MORE RACIALLY SEGREGATED; FROM (RACIAL) EQUITY STANDPOINT, WHAT BENEFITS TO PARENTS GET WITH THIS PLAN; AT THE END WE'D LIKE TO SAY THAT MORE STUDENTS OF COLOR HAVE ACCESS TO WRE, WHICH MEANS XYZ; AT THE END OF THIS, THE NUMBER OF STUDENTS HAVE GREATER ACCESS TO WRE PROGRAMS

1. **How can integration efforts at Phalen to expand after-school support and enrichment as a strategy be scaled to other schools? Would after school programs help ensure integration at schools when co-locating programs at a site?**

Due to COVID, the ability to research strategies on how to integrate Phalen was not possible. Jackson is looking at college and career strategies and gifted/talented programming to attract a broader, more diverse group of students. [[See Jackson's Racially Identifiable School MDE report](#)]

2. **How can summer and outdoor experiential learning programs partner with regional centers/programs/agencies to provide integrated learning experiences that focus on learning gaps due to Covid isolation?**
3. **What strategies across all workgroups are needed to increase recruitment and retention of diverse teachers as the district's teaching cadre decreases due to lower public school enrollments, early retirements, and declining enrollments in teacher preparation programs?**
4. **What metrics should Envision track so that program and facility changes do not cause unintended negative consequences in terms of integration? What opportunities are there to increase integration?**
5. **What would an Envision SPPS equity impact statement look like, e.g., how does SPPS define "integration" or how should the district define "integration" from an equity lense?**

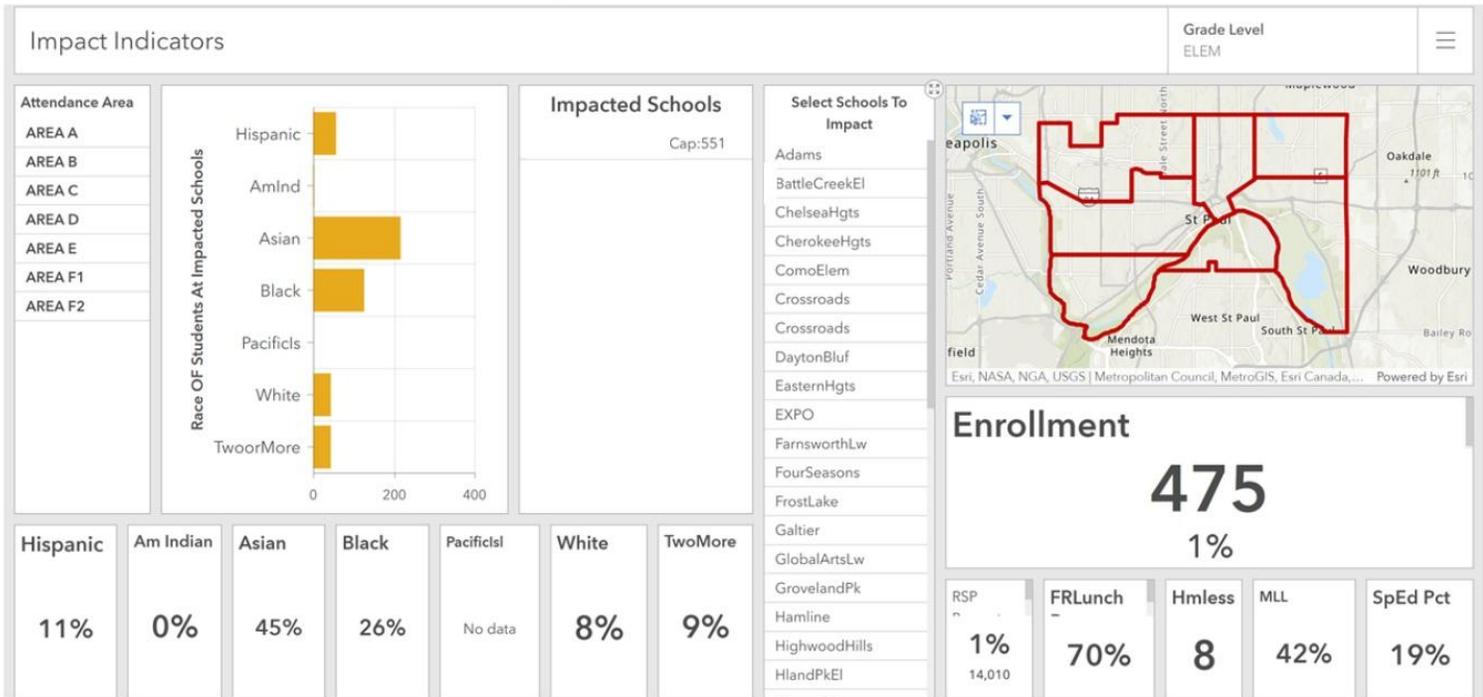
NOTE: The Office of Equity is working on an equity impact statement and assessment metric.

6. **In what ways has COVID-19 and distance learning impacted integration in St. Paul?**
 - a. **What is the anticipated short and long-term impact of COVID/distance learning on the District's integration efforts?**

APPENDIX

EQUITY IMPACT ASSESSMENT TOOL - EXAMPLE

Example: If elementary School Was Impacted. The indicators are summarized for the schools listed in Impacted Schools



Goal: To not disproportionately negatively affect specific student groups.

SPPS Categories of student groups (Oct. 1, 2020) - 34,549 total students:

1. Students of color (EC-12 grade):
2. American Indian: 1%
3. Asian: 31%
4. Black/African American: 26%
5. Hispanic/Latino: 14%
6. White: 21%
7. Two or more races: 7%
8. Free/Reduced Lunch: 65%
9. Homeless/Highly Mobile: 14%
10. English Learners: 28%
11. Special Education: 17%