Saint Paul Public Schools

Special Meeting

Thursday, February 22, 2018 4:30 PM
SAINT PAUL PUBLIC SCHOOLS
INDEPENDENT SCHOOL DISTRICT NO. 625

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SPPS VISION STATEMENT

Imagine every student
Inspired, challenged, and cared for by exceptional educators
Imagine your family
Welcomed, respected, and valued by exceptional schools
Imagine our community
United, strengthened, and prepared for an exceptional future

Saint Paul Public Schools: Where imagination meets destination

MISSION of the Saint Paul Public Schools – PREMIER EDUCATION FOR ALL

Long-Range Goals Adopted by the Board:

HIGH ACHIEVEMENT
Learners will meet the highest district and state standards through a learning journey that is academically rich and rigorous.

MEANINGFUL CONNECTIONS
Learners will understand the relationship between their lives and the lives of others, and the relevance of their educational experiences to their roles in society.

RESPECTFUL ENVIRONMENT
The learning environment will be safe, nurturing and equitable for our diverse learners.
I. CALL TO ORDER
   A. Introductions

II. AGENDA
   A. Strategy Development Update
      1. Introduction
      2. Presentation
      3. Discussion

III. ADJOURNMENT
Project Overview

Phase 1: Analysis
November - January

- Environmental Scan
- Organizational Assessment
- Analyze Implications

Phase 2: Strategy Development
February - June

- Define Desired Future: Vision, Mission, Long-term Outcomes
- Develop Strategic Focus Areas, Objectives and Measures
- Define Strategic Initiatives

Phase 3: Action Planning
June-December

- Create Action Plans
- Develop Monitoring and Review Process
Strategic Plan Components

The Direction

- Mission = descriptive statement of purpose, WHAT we do
- Long-term Outcomes = specific, measurable results to achieve
- Strategic Focus = areas that must be addressed to achieve long-term outcomes
- Strategic Objectives = choices about how to address the strategic themes

The Methods

- Strategic Initiatives = significant projects to implement the objectives
- Action Plans = how to get the projects done
Kernels of a Good Strategy

Phase 1: Analysis

A diagnosis: an explanation of the nature of the challenge. A good diagnosis simplifies the often overwhelming complexity of reality by identifying certain aspects of the situation as being the critical ones.

Phase 2: Strategy Development

A guiding policy: an overall approach chosen to cope with or overcome the obstacles identified in the diagnosis.

Phase 3: Action Planning

Coherent actions: steps that are coordinated with one another to support the accomplishment of the guiding policy.

St. Paul Public Schools Strategic Planning Process

Phase 1: Analysis
- Leadership Overview
- Data Gathering
- Review Environmental, Organizational Trends and Issues
- Identify SWOT and Prioritize

Phase 2: Strategy Development
- Define Outcomes and Strategic Focus Areas
- Stakeholder Input
- Refine
- Identify and Train Strategy Team Leaders, Orient Team Members

Phase 3: Action Planning
- Develop Objectives, Measures, Initiatives
- Identify Initiative Sponsors and Owners
- Create Action Plans for Year 1 Initiatives
- Develop Monitoring Process

Communication

November 2017
- We are here

December 2018
Over the last 15 years, overall SPPS Enrollment has declined approximately 16%
Over the last 10 years, SPPS residents have increasingly chosen non-SPPS options

Source: Reinhardt 2017
Among non-SPPS options, charter school enrollment has seen the greatest increase over the past ten years.
SPPS has a more diverse student racial composition than the state overall

SPPS Student Demographics

- American Indian: 2%
- Hispanic: 14%
- Asian: 33%
- White: 21%
- Black: 30%

Statewide Student Demographics

- American Indian: 2%
- Hispanic: 7%
- Asian: 9%
- Black: 11%
- White: 68%
## Minnesota Comprehensive Assessment Scale Scores & Achievement Levels

<table>
<thead>
<tr>
<th></th>
<th>Does Not Meet</th>
<th>Partially Meets</th>
<th>Meets</th>
<th>Exceeds</th>
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<tbody>
<tr>
<td>Students at this level succeed at few of the most fundamental skills for the Minnesota Academic Standards</td>
<td>Students at this level partially meet this subject’s skills for the Minnesota Academic Standards</td>
<td>Students at this level meet this subject’s skills for the Minnesota Academic Standards</td>
<td>Students at this level exceed this subject’s skills for the Minnesota Academic Standards</td>
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</table>

Over 40% of SPPS students do not meet standards in tested subjects

Does Not Meet Standards: All students and tested grades

- Math
- Reading
- Science

<table>
<thead>
<tr>
<th>Year</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
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<tbody>
<tr>
<td>2015</td>
<td></td>
<td></td>
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<tr>
<td>2016</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2017</td>
<td></td>
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</tbody>
</table>
A greater percentage of students of color do not meet standards, and fewer exceed
A greater percentage of economically disadvantaged students do not meet standards, and fewer exceed.

Does not meet standards by FRL 2017

FRL
Non FRL

Math
Reading
A greater percentage of special education students do not meet standards, and fewer exceed.

Does not meet standards by SPED 2017

- **SPED**
  - Math
  - Reading

- **Non-SPED**
  - Math
  - Reading
A greater percentage of English learners do not meet standards, and fewer exceed
White students, regardless of income, perform at higher levels than other students.

**Grades 3 - 11 Math**

Meets and Exceeds Standards 2017

- **American Indian**
  - Non-FRL: 41
  - FRL: 5

- **White**
  - Non-FRL: 14
  - FRL: 22

- **Asian**
  - Non-FRL: 22
  - FRL: 22

- **Hispanic**
  - Non-FRL: 14
  - FRL: 22

- **Black**
  - Non-FRL: 14
  - FRL: 22
White students, regardless of income, perform at higher levels than other students

Grades 3 - 11 Reading
Meets and Exceeds Standards 2017

- Black: 21%
- Hispanic: 28%
- Asian: 28%
- White: 39%
- American Indian: 30%

White students, regardless of income, perform at higher levels than other students.
4-Year Graduation Rates have increased overall to 76.5%, and the gaps are closing, with the exception of students in special education.
The SPPS graduation rate is below the U.S. average and that of many comparable districts nationwide.
ACT scores have been relatively flat over and racial disparities persist
Saint Paul ACT scores have been relatively flat over time, and significantly more White students achieve a score indicating college readiness comparable.

2016 ACT - Composite Score
21 or Greater

- All: 22%
- White: 60%
- Black: 10%
- Asian: 10%
- Hispanic: 20%
- American Indian: 10%

* Too Few To Report
Seamless college enrollment among 2016 SPPS graduates was in line with national averages.

College Enrollment Rates in the First Fall after High School Graduation, Class of 2016, Public Non-Charter Schools

Source: National Student Clearinghouse, 2017
SPPS College enrollment has declined slightly overall, and among all student groups.
However, persistence among SPPS graduates is slightly lower than national averages

Persistence Rates from First to Second Year of College, Class of 2014, Public Non-Charter Schools – SPPS data from 2015

Source: National Student Clearinghouse, 2017
SPPS College enrollment has declined slightly overall, and among all student groups.

**Low/Not Low Income Trends**

- Not Low Income (Blue)
- Low Income (Green)

**Female / Male Trends**

- Female (Blue)
- Male (Red)

**Race / Ethnicity Trends**

- Asian (Blue)
- Hispanic (Green)
- Black (Gray)
- White (Red)
SPPS graduates who seamlessly enroll in college gain an Associates or Bachelors degree within 6 years at higher rates than students nationally.

Source: National Student Clearinghouse, 2017
College persistence has increased slightly for most student groups.

**Low/Not Low Income Trends**

- Not Low Income
- Low Income

**Female / Male Trends**

- Female
- Male

**Race / Ethnicity Trends**

- Asian
- Hispanic
- Black
- White
About 2/3s of SPPS students who seamlessly enroll in college attend a 4-year institution
The vast majority of SPPS students report that they feel safe at school at grades 8 and 11.

Grade 8: I feel safe at school

Grade 11: I feel safe at school

Source: Minnesota Student Survey, 2016
SPPS students’ responses are similar to statewide averages across all grades on items related to connections at school

Questions Related to Connections at School:

1. Overall adults at my school treat students fairly?
2. Adults at my school listen to the students?
3. The school rules are fair?
4. At my school, teachers care about students?
5. Most teachers at my school are interested in me as a person?

Source: MN Report Card
Over the last four years, SPPS has hired approximately 180 teachers each year - approximately 18% of were which people of color

New Teacher Diversity

Source SPPS HR Department
The SPPS teacher population does not reflect the diversity of the student population

**SPPS Student Demographics**
- Asian: 33%
- Black: 14%
- Hispanic: 21%
- White: 30%
- American Indian: 2%

**SPPS Teacher Demographics**
- White: 81%
- Black: 6%
- Hispanic: 4%
- American Indian: 2%

Source: SPPS Website

Source: SPPS HR
Stakeholder feedback confirms the need for greater diversity in the teaching staff

- Community input in the superintendent search process indicated concern about lack of diversity in the teaching staff

- Superintendent Listen and Learn Input with students also indicated a need for greater diversity
  - “I would like to see more diversity in general. Very hard when you don’t get to see yourself.” - Student Quote
  - “Being a woman in the STEM community, lack of representation women of color in leadership roles, only leaders/teachers are white men. Hard to do what I want to do without being shut down. I wish there were more representation for me and people like me.” – Student Quote
  - “All my IB classes are mostly white. All my “international” teachers are all white.” – Student Quote
SPPS has more teachers with advanced degrees than the statewide average

Statewide

- Doctorate: 0%
- Master's Degree: 54%
- Bachelor's Degree: 45%

SPPS Teachers

- Doctorate: 1%
- Bachelor's Degree: 35%
- Master's Degree: 63%

Source: MN Department of Education Report Card
SPPS teachers have more years of experience than the statewide average

Source: MN Department of Education Report Card
Stakeholder feedback supports continued focus on racial equity

- SPFT Goal 5: Advancing an Agenda of Racial Equity & Social Justice includes
  - Expand restorative practices training in schools
  - Educate the board and public on how to question and communicate about school issues through an equity lens
  - Home visits through Teachers/ Academic Parent Teacher Teams (APTT) increase knowledge about racial differences.

- Superintendent Listen and Learn input indicated restorative practices are working well

- Superintendent Search Areas of Concern included
  - Inequities
  - Lack of diverse staff (teachers don’t look like students)
  - District’s commitment to racial equity is a Key Win.

- Superintendent Search Survey identified “Demonstrates a deep understanding of racial equity and how it impacts teaching practices and student learning” as a desired characteristic.
Stakeholders Ratings of District Strengths
% strongly agree

- Teachers committed to success for all students
- Strong relationships between school staff and students
- Access to technology in schools
- Opportunities for students to earn college credit in high school
- A variety of specialized magnet programs (arts, aerospace, Montessori, language immersion, etc.)
- Expansion of pre-kindergarten programs
- Support for students to get ready for college
- Having options when choosing a school
- Opportunities for students to gain practical work experience in high school
- Partnerships with community organizations to help address student needs
- Parent influence on decisions made at their child’s school
**Stakeholder Ratings of Improvement Opportunities**

% strongly agree

- Reducing the gap in achievement between students of different races: 0%
- Improving student achievement in reading: 20%
- Improving student achievement in math: 40%
- Expanding academic programs options in schools (arts, music, world languages, computer science, etc.): 60%
- Ensuring school safety: 80%
- Providing instruction that meets individual student needs: 100%
- Improving student achievement in science: 0%
- Improving middle schools: 20%
- Reducing the loss of students to charter and private schools and surrounding districts: 40%
- Increasing diversity of teaching staff: 60%
- Increasing family engagement in their child’s education: 80%
# Occupations in Demand by Typical Required Education in the Twin Cities Metro Area, 2017

<table>
<thead>
<tr>
<th>High School or Equivalent</th>
<th>Voc. Award or Assoc. Degree</th>
<th>Bachelor’s Degree</th>
<th>Graduate/Advanced Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail Salespersons ($10.93)</td>
<td>Registered Nurses ($39.30)</td>
<td>Software Developers, Applications ($44.72)</td>
<td>Lawyers ($59.41)</td>
</tr>
<tr>
<td>Personal Care Aides ($11.70)</td>
<td>Hairdressers, Hairstylists, &amp; Cosmetologists ($11.97)</td>
<td>Accountants &amp; Auditors ($32.38)</td>
<td>Physician Assistants ($49.69)</td>
</tr>
<tr>
<td>Combined Food Preparation &amp; Serving Workers ($9.91)</td>
<td>Nursing Assistants ($16.35)</td>
<td>Computer Systems Analysts ($44.72)</td>
<td>Nurse Practitioners ($51.61)</td>
</tr>
<tr>
<td>First-Line Supervisors of Food Prep. &amp; Serving Workers ($16.41)</td>
<td>Licensed Practical &amp; Licensed Vocational Nurses ($22.33)</td>
<td>Industrial Engineers ($43.66)</td>
<td>Mental Health &amp; Substance Abuse Social Workers ($22.58)</td>
</tr>
<tr>
<td>First-Line Supervisors of Retail Sales Workers ($20.54)</td>
<td>Medical Records &amp; Health Information Technicians ($22.57)</td>
<td>Financial Managers ($62.19)</td>
<td>Family &amp; General Practitioners ($89.94)</td>
</tr>
<tr>
<td>Landscaping &amp; Groundskeeping Workers ($16.07)</td>
<td>Industrial Engineering Technicians ($26.29)</td>
<td>Human Resources Specialists ($29.74)</td>
<td>Healthcare Social Workers ($28.86)</td>
</tr>
<tr>
<td>Waiters &amp; Waitresses ($9.72)</td>
<td>Surgical Technologists ($26.57)</td>
<td>Computer &amp; Information Systems Managers ($66.20)</td>
<td>Internists, General ($&gt;100.00)</td>
</tr>
<tr>
<td>Janitors &amp; Cleaners ($14.04)</td>
<td>Electricians ($36.54)</td>
<td>Network &amp; Computer Systems Administrators ($42.38)</td>
<td>Medical Scientists, Except Epidemiologists ($31.42)</td>
</tr>
<tr>
<td>Heavy &amp; Tractor-Trailer Truck Drivers ($22.84)</td>
<td>Dental Assistants ($23.78)</td>
<td>Marketing Managers ($63.24)</td>
<td>Pharmacists ($62.65)</td>
</tr>
<tr>
<td>Cooks, Restaurant ($13.27)</td>
<td>Emergency Medical Technicians &amp; Paramedics ($22.66)</td>
<td>Secondary &amp; Middle School Teachers ($68,032/yr)</td>
<td>Education Administrators, Elem. &amp; Secondary ($115,169/yr)</td>
</tr>
<tr>
<td>Sales Representatives, Wholesale &amp; Manufacturing ($31.75)</td>
<td>Industrial Machinery Mechanics ($27.72)</td>
<td>Software Developers, Systems Software ($53.31)</td>
<td>Nurse Anesthetists ($83.61)</td>
</tr>
<tr>
<td>Customer Service Representatives ($18.88)</td>
<td>Electrical &amp; Electronics Engineering Technicians ($30.27)</td>
<td>Sales Managers ($60.20)</td>
<td>Education Administrators, Postsecondary ($39.64)</td>
</tr>
</tbody>
</table>

*Source: DEED Occupations in Demand*
Ramsey County population is increasing through additional households and births

Total Population

Est. Number of Households

Number of Births

Source: 2017 Regional Profile: 7-County Twin Cities Metro Area Economic Development Region 11
Numerous community initiatives support academic achievement of SPPS students
Mission
To provide a premier education for all

Long Term Outcomes
- Eliminate disparities in achievement for racial groups and American Indian students
- Increase achievement of English Learners
- Increase kindergarten readiness
- Improve achievement in 3rd grade reading
- Improve achievement in 8th grade math
- Ensure all graduates are college and career ready

Strategic Focus #1
Positive School and District Culture

Strategic Focus #2
Effective and Culturally Relevant Instruction

Strategic Focus #3
Program Evaluation and Resource Allocation

Strategic Focus #4
College and Career Paths

Strategic Focus #5
Family and Community Partner Advocates
Mission
To provide a premier education for all

Long Term Outcomes
- Eliminate disparities in achievement for racial groups and American Indian students
- Increase achievement of English Learners
- Increase kindergarten readiness
- Improve achievement in 3rd grade reading
- Improve achievement in 8th grade math
- Ensure all graduates are ready for career or college

Strategic Focus #1
Positive School and District Culture

Strategic Focus #2
Effective and Culturally Relevant Instruction

Strategic Focus #3
Program Evaluation and Resource Allocation

Strategic Focus #4
College and Career Paths

Strategic Focus #5
Family and Partner Community Advocates

Draft 2.22.18
St. Paul Public Schools Strategic Planning Process

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