

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
COMMITTEE OF THE BOARD MEETING OF THE BOARD OF EDUCATION
<https://spps.eduvision.tv/LiveEvents>

December 8, 2020
4:30 PM

A G E N D A

- I. **CALL TO ORDER**
- II. **ROLL CALL**
- III. **APPROVAL OF ORDER OF THE MAIN AGENDA**
- IV. **SUPERINTENDENT'S ANNOUCEMENTS**
- V. **SEAB REPORT**
- VI. **2021 LEGISLATIVE AGENDA**
 - A. Introduction
 - B. Presentation 2
 - C. Discussion
 - D. Action (TBD)
- VII. **RECESS FOR SPECIAL MEETING RE: LEVY HEARING AT 6:00 PM**
- VIII. **RECONVENE IMMEDIATELY FOLLOWING SPECIAL MEETING RE: LEVY HEARING**
- IX. **DISTANCE LEARNING & HYBRID UPDATE**
 - A. Introduction
 - B. Presentation 13
 - C. Discussion
- X. **ADJOURNMENT**

#BoldSubject#



Saint Paul
PUBLIC SCHOOLS

2021 Legislative Agenda

Mary Gilbert Dougherty, Legislative Liaison

Session Preview

- Budget Year-convenes January 5th
- State Forecast--big swing since May. \$641 million surplus for FY20/21, but \$1.27 billion deficit FY22/23
- Governor Walz — must submit biennial budget in February based on November forecast, with subsequent changes following February forecast

- **Stabilize Education Funding—Covid, General Education/Categorical and Special Education**
- **Increase Diversity of Teacher Workforce**
- **Enhance Local Control and Reduce Mandates to Improve Outcomes**
- **Provide Resources for Child and Family Stability and Support**

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Covid-19 Related Formula Changes

- Stabilize funding for education revenue for FY21 using the greater of the pupil count for FY20 or FY21.
- Stabilize compensatory revenue for FY22 by using the greater of the free/reduced price lunch fall count in 2019 or 2020.
- Modify other formulas that rely on previous year/s expenditures for generating revenue for categorical program like, special education, CTE, non-public transportation, that have been impacted due to COVID

General Education and Categorical Formulas

- Link the basic formula and local option revenue to inflation — Formula should be \$855 higher with CPI
- Recognize the difference in local property tax base and local cost differences in phasing in education formulas changes
- Link all categorical and extended time formulas to inflationary increases in the general education formula
- Include 4000 PreK/School Readiness Plus seats into the base for future years
- Reduce English Language Learner Cross Subsidy — exceeds \$17 million in SPSS
- Allow boards to renew existing⁶ referendum

Special Education

- Phase in formula changes to eliminate the growing cross subsidy (estimated \$817 million cross subsidy FY21)
- Limit ability for a non-resident district to tuition bill for only one year
- Modify tuition billing so that districts and charters cannot bill for more than the 25% above the state-wide or regional average for the services provided

Special Education

- Allow districts to recoup un-reimbursed fees charged by Intermediate districts and Co-ops
- Allow district to close early childhood special education and transition programs (age 18-21) under open enrollment
- Provide mental health aid for all level IV programs
- Enhance Medical Assistance Reimbursement for social work services

Increase and Diversify Teacher Workforce

- Increase funding for Grow Your Own Teacher of Color programs for both: current SUTR programs and grants for districts, in collaboration with higher ed, to create a pipe-line for current secondary students to enter a bachelor program with an intensive student teaching model
- Clarify that grant distribution should align with program calendars of proven programs
- Increase funding for mentoring for teachers of color and high need licensed areas

Pay for or Reduce Mandates and Enhance Local Control to Improve Outcomes

- Allow districts scheduling flexibility to provide more opportunities for internships, apprenticeships, academies, or other training with community partners that lead to certifications, job training and other career and college opportunities that lead to living wage jobs
- Fund the ACT for all students
- Fully fund the early childhood screening mandate
- Oppose unfunded mandates and reduce existing unfunded mandates
- Pause the current standards review process

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Provide Resources for Child & Family Support

- Support additional resources for highly mobile and homeless families to reduce shelter and other short-term placements
- Increase school linked mental health and full-service grants and other child and family support services for at risk families
- Support high quality after school programs, including Ignite
- Expand safe school revenue to expands options to keep school safe, including more mental health services and other successful student leadership models that improve school climate and improve safety.

Requested Action

**Approve Legislative Agenda for 2021
Legislative Session**

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Saint Paul
PUBLIC SCHOOLS

Distance Learning & Hybrid Update

COB December 8, 2020

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Guiding Principles



Focus on the needs of students and families.



Prioritize community well-being, including the social emotional and physical health needs of students and staff.



Champion equity and make sure students maintain progress toward their learning goals.



Design fiscally responsible and sustainable solutions.

Hybrid Stages

- All PreK-2
- ECSE Programs, Birth-PreK
- Fed. III K-12 Autism & DCD Specialized Classrooms
- Montessori E1

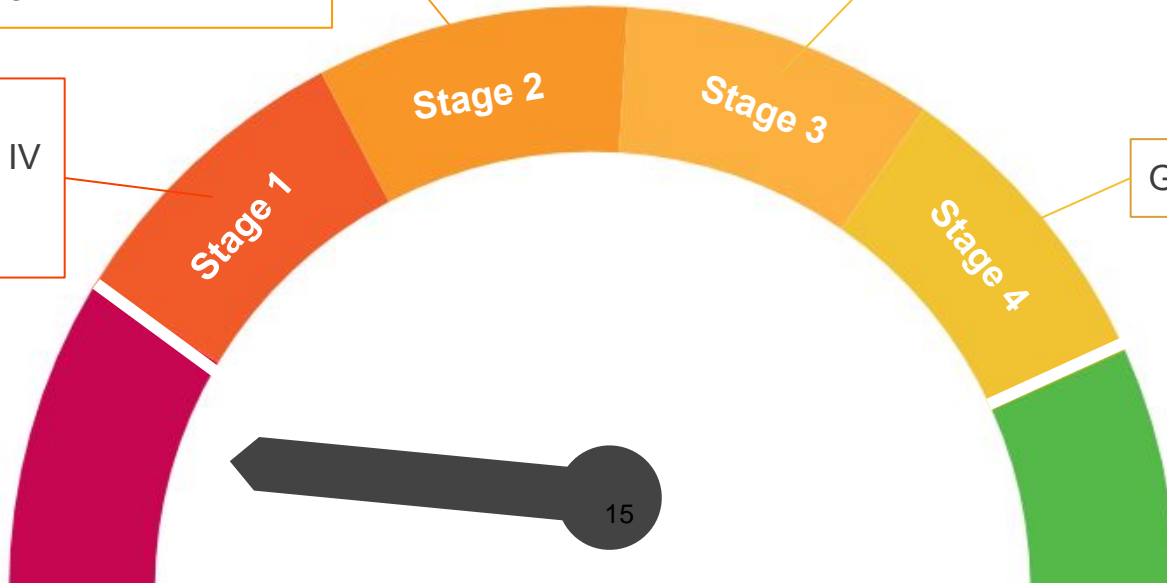
Grades 3-5

Hybrid Model

Special Education Fed IV Programs & Special Sites

Grades 6-12

Distance Learning 2.0



Return to in-person Learning

1 Hybrid Stages 2 & 3

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Stage 2 & 3 - Update

Site Readiness:

- Sites continue to finalize all schedules and plans to ensure readiness on January 19

Important Dates:

- December 2 - ADA & Executive Order (EO) decisions were communicated
- December 14 - Staffing assignments will be confirmed
- December 21 - Notification of Hybrid Grouping (A or B) or VLS selection *could* be shared with families
- Week of January 4:
 - Transportation information *could* be shared with families
 - Sites *could* share teacher assignments with families

Potential Impacts:

- As Day 1 grows closer, an increase in Virtual Learning enrollment could occur
- *Initial* Virtual Learning enrollment capacities could be met for a specific school
- A large number of students will experience a change in their classroom teacher

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Ensuring High Levels of Instruction & Learning During COVID-19

Part I

December 8

- A. Unfinished Learning
- B. Credit Recovery
- C. Specialized Services
- D. Engaging Families as Partners

Part II

December 15

- A. Strengthening Academic Core
- B. Culturally Responsive Instruction
- C. Social/emotional support
- D. Academic Support Center
- E. Senior Blitz

A. Unfinished Learning

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“Unfinished” Learning

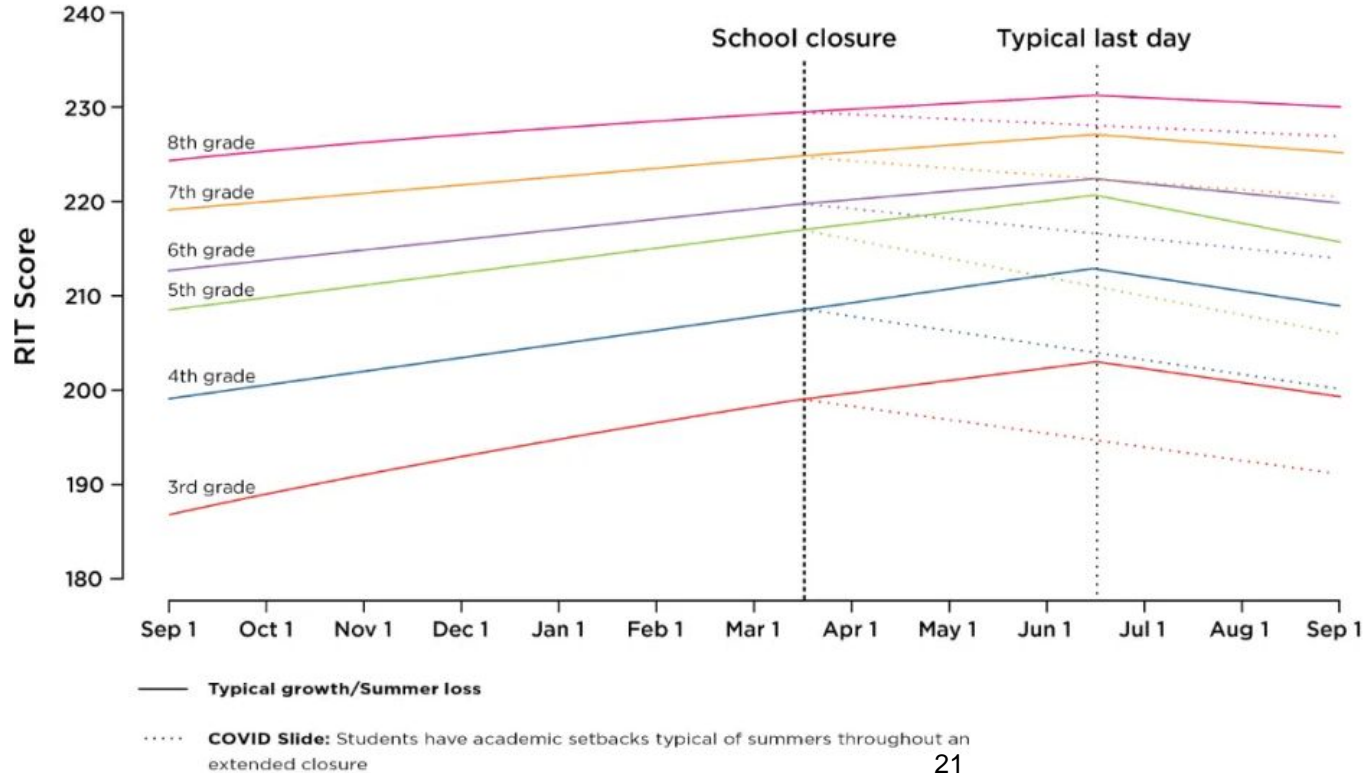
- Research is based on three concepts of interrupted learning; shortened school year, summer interruption and student absenteeism.
- Summary of findings
 - Students would return to school this fall with less gains from the previous year relative to a regular school year.
 - Minimal to a loss of $\frac{2}{3}$ gains in reading
 - Mid to substantial loss in math ($\frac{1}{3}$ to $\frac{1}{2}$)
 - The top third of students likely to return with reading gains.
 - Students are likely to return with more variability in their academic skills than under normal circumstances.
 - Students who lose the most during the summer tend to gain the most when back in school, but this may not hold for COVID-19.
 - Students will have difficulty concentrating and often manifested symptoms of depression.
 - Low-income, Black, LatinX, and students receiving specialized services likely to experience more impact relative to a regular school year.

It has been more than a century since the United States experienced a pandemic that so fundamentally disrupted schooling. There is little research that directly speaks to what happens to learning afterwards.

-Ed Week, 2020

COVID-19 Learning Loss: Mathematics forecast

Forecasted trajectories for grades 3-8, math RIT scores based on COVID-19 induced school closures.

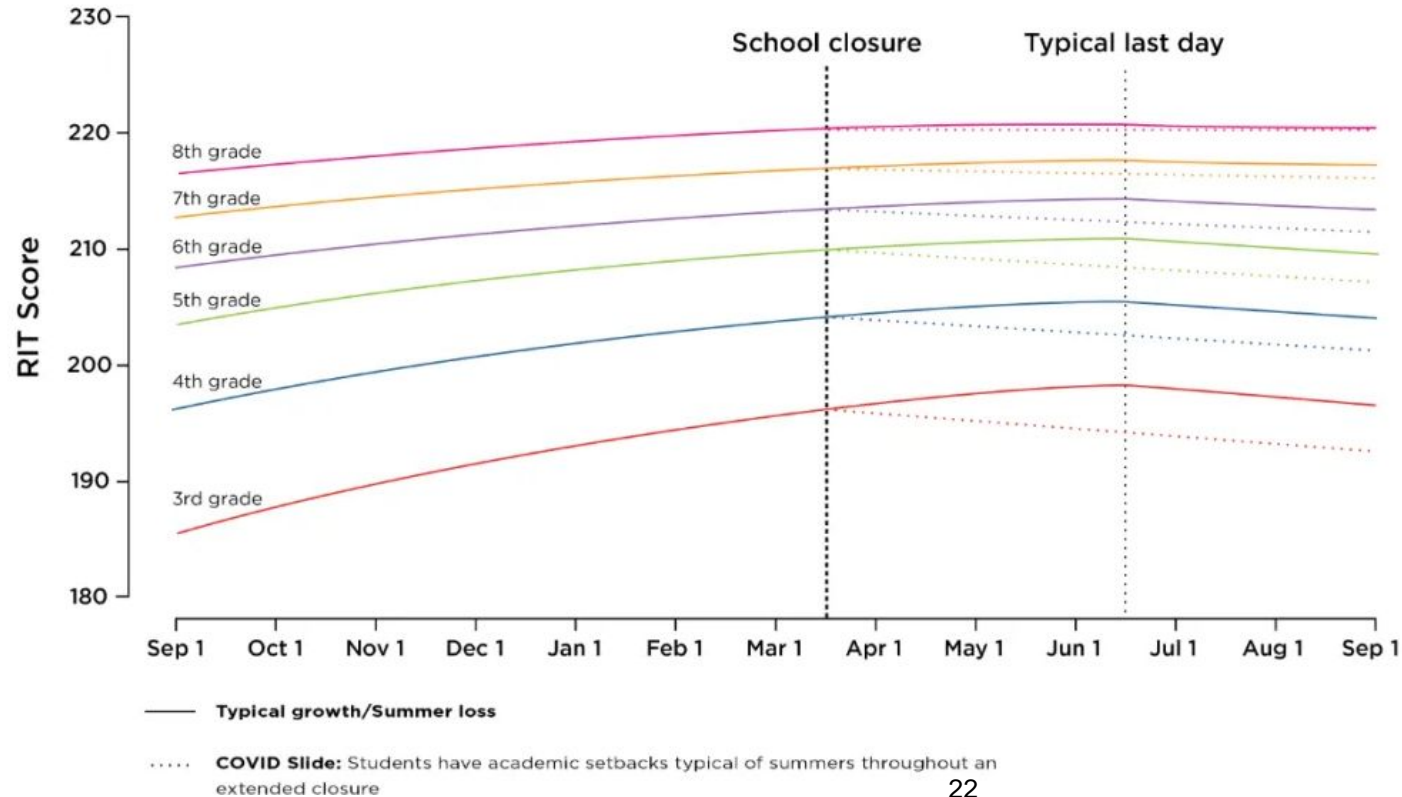


- Typical growth happens throughout the year
- Growth begins declining immediately after school closure
- More potential for unfinished learning at lower grades
- Potential impact at grades 7, 6 and 5 toward the previous grade

The Brookings Institute. The impact of COVID-19 on student achievement and what it may mean for educators. Jim Soland, Megan Kuhfeld, Beth Tarasawa, Angela Johnson, Erik Ruzek, and Jing Liu. Wednesday, May 27, 2020

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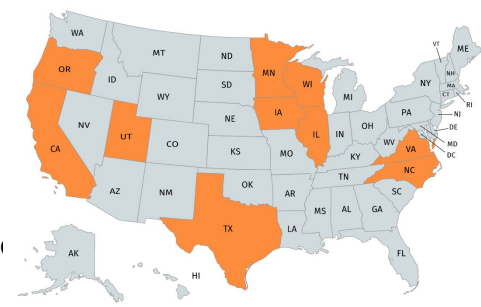


- Typical growth happens throughout the year
- Impact of unfinished learning decreases as grades decrease; 8th grade impact is minimal

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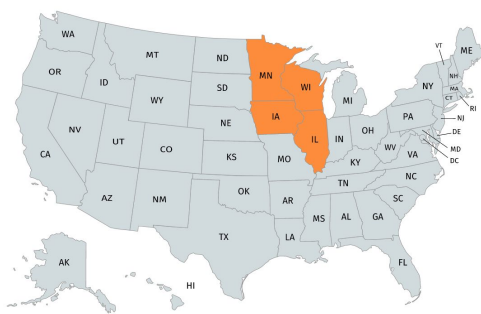
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Across the Nation



- A district in Austin, TX -The percentage of students failing 4 or more classes increased from past years
- A high school in Salem, OR- More than half of the 12,700 high schoolers were failing one or more class the total number of Fs about triple what educators would expect for a normal school year.
- A district in San Francisco, CA - The percentage of students with more than one failing grade this fall jumped to 29% from 19.7% in 2019, a nearly 50% increase. Another district reported a similar rise in high school students failing more than one grade — 30.66% from just over 19% the previous two academic years.
- A district in Fairfax County, VA - Students with 2 or more failing grades during the first quarter last year are failing even more classes this year – up to 83% across all students. Failing grades for English language learners are up 106%. Students in special education struggling the most, with failing grades increasing by 111%.
- A high school in San Diego, CA - The percentage of Ds and Fs more than doubled, rising to 14.3%.
- A district in Salt Lake City, UT - Failing a quarter was virtually unheard of in the district’s elementary schools last fall but this year, 2,168 children received at least one F or incomplete, and another 416 received all Fs or incompletes.
- A district in North Carolina - 24% to 25% of high school students had an F grade in at least one first quarter class compared to 15% the same time last school year. The failure²³ rate for middle school students was higher at 28% in the first quarter compared to 15% last school year.

Across the Region



Midwest	<ul style="list-style-type: none">● Des Moines Public Schools, IA - 55% of Des Moines high schoolers struggling, Black students failing at a 60% rate● Milwaukee Public Schools, WI - Racial disparities in grading for Term 1 (fall 2020)● Urban District, IL - Grades of incomplete were associated with race, FRL status; higher rates of incomplete for middle school students and surprisingly K students. Incompletes were given for both core content classes and non-core classes like PE and art
Metro	<ul style="list-style-type: none">● Metro high school - 40% of their students failed 1 or more classes Q1● Suburban high school - Increases in failing grades across secondary schools
SPPS	<ul style="list-style-type: none">● 34% of quarter 1 grades were failing grades; 66% were passing

B. SPPS 9-12 Support

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Impact on Seniors

I think the pandemic is exposing inequities—kids not having internet access or a quiet space to study or their basic needs met. This is a setup for not doing well in school or being on a pathway forward in any direction....

I worry that under these and remote learning conditions the number of kids who don't finish high school might increase.

*-Dr. Russell W. Rumberger
Professor Emeritus of Education at the University of California at Santa Barbara,
Director of the California Dropout Research Project,*

Academic Student Supports Grades 9-12

- Student Voice: identifying barriers
- School Support Plans
- 9-12th Grade
 - Quarter 2 to recover Quarter 1 Credits
 - College Access Partners
- Additional Academic Supports
 - Synchronous Online Tutoring K-12

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Next Steps

- Communication to students, families and staff
- Work with Evening High School (EHS) and high schools to modify existing practices to provide access and supports for credit recovery needs
- Graduation/Credit Support Work Group will analyze student progress grades Q2; recommend additional student supports
- Regular engagement with High School Principals
 - School based plans and supports

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C. Specialized Services

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Specialized Services

Instruction

- Reading and math strategies/ supports
- Progress monitoring tools



Social/ Emotional

- Student group sessions
- Check and Connect
- In person check ins



Resources

- Professional development (16 hrs)
- Online curriculum
- Assistive technology

Family Supports

- Assistive technology office hours for parents
- Sessions on assistive technology, trauma impacts on students and families due to COVID, and special education plans and supports.
- Increased staffing for interpreting

D. Engaging Families as Partners

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Families as Partners

- Our Schools Are Engaging in New Ways
 - Innovation and Best Practice
 - Parent-Teacher Conferences
 - Parent Groups and Workshops
- District Efforts to Fill Gaps
 - Facilitators - more language support for families
 - Bringing additional resources to families