



Saint Paul
PUBLIC SCHOOLS

MASA's
**Great
Start**



Sponsored by



Leading for Equity

**Dr. Joe Gothard, Superintendent
MASA Great Start Cohort**

December 9, 2022

Equity

My journey – Madison, Wi to Saint Paul, MN









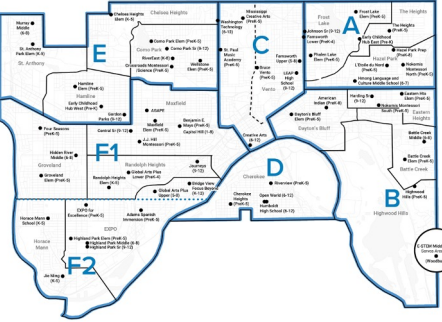
The impact of a single TEACHER





Saint Paul Public Schools

Saint Paul Minnesota is the traditional land of the Dakota People and we respectfully acknowledge their stewardship of the land throughout the generations.

Our District	Our Students	Our Indicators
<ul style="list-style-type: none"> 32,149 PreK*-12 students 68 schools 5,500 employees 61% of school age children in the city attend SPPS 	<ul style="list-style-type: none"> 14% Hispanic/Latino 1% American Indian 30% Asian 25% Black 22% White 8% two or more races 30% English Language Learners (more than 100 languages, five major English, Hmong, Karen, Somali, Spanish) 16% receiving special education services 61% receiving free/reduced priced meals 	<ul style="list-style-type: none"> 85% students continue from year to year 35% proficient in reading 25% proficient in math 76% of students graduating in 4 years

Keith Ellison: Minnesota Attorney General

Speaking as a guest judge at a Minnesota Urban Debate League event, when discussing equity as it relates to the law, policy, and practice:

“The law and policies are thought to be *neutral* on their face, but they are *unfair* in application.”

2022 Homecoming Court



2022 Homecoming Court



- What do you notice about this picture?
- What does tradition mean to you in your schools, community, district?
- Whose tradition(s) are reflected here?

School Demographics

Race/Ethnicity	Percent
White	43.6%
Hispanic or Latino	34.7%
Black or African American	15.6%
Asian	4.2%
Two or more races	1.6%
American Indian	0.2%
Native Hawaiian or Pacific Islander	0.1%



**Brevard County, Florida
School Board President Press
Conference - 11.30.2022**

**Fla. sheriff: Students no longer
fear getting 'a-- cheeks' 'torn
off', need new discipline policy**



**Alabama State Police
March to Montgomery - 1965**



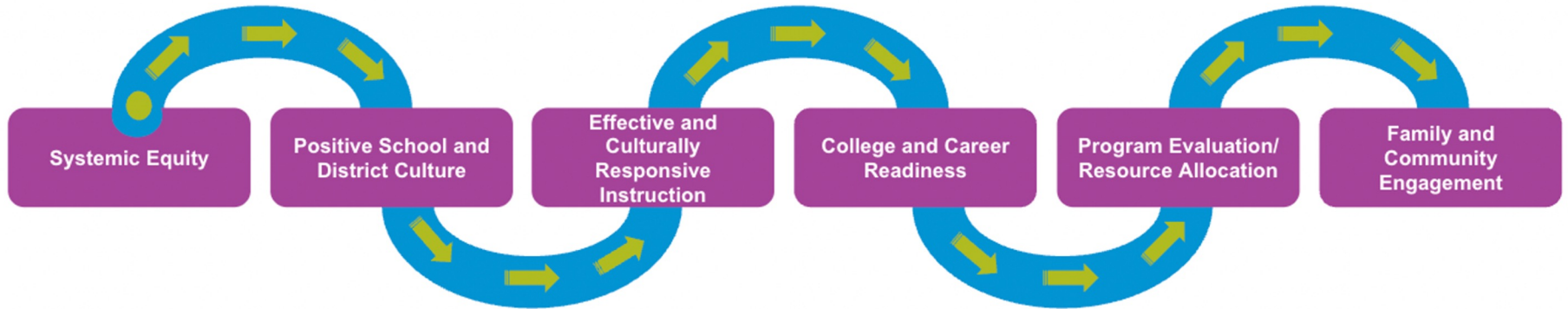
SPPS Achieves Initiatives and ARP Strategies by Focus Area

Long-Term Student Outcomes:

1. Decrease disparities in achievement based on race, ethnicity, culture and identity
2. Increase achievement of English Learners
3. Increase achievement of students receiving special education services
4. Improve kindergarten readiness
5. Increase academic growth in reading and math for all students
6. Prepare all graduates for college, career and life

Systemic Equity	Positive School and District Culture	Effective and Culturally Responsive Instruction	College and Career Readiness	Program Evaluation/ Resource Allocation	Family and Community Engagement
Objective 1:	Objective 2:	Objective 3:	Objective 4:	Objective 5:	Objective 6:
<p>Intercept the normalized patterns of unearned privilege/advantage and/or access through policy, procedures, practices and programming</p>	<p>Create inclusive school and district cultures</p>	<p>Increase our capacity to meet the instructional needs of each learner</p>	<p>Increase opportunities for students to envision their future, explore careers and prepare for postsecondary education</p>	<p>Allocate resources based on program effectiveness and organizational priorities</p>	<p>Improve stakeholder engagement in district decisions</p>
Strategic Initiatives:	Strategic Initiatives:	Strategic Initiatives:	Strategic Initiatives:	Strategic Initiatives:	Strategic Initiatives:
<p>1.1) Capacity building 1.2) Knowledge creation 1.3) Practice and activation</p>	<p>2.1) Districtwide social emotional learning (SEL) & positive behavior intervention and supports (PBIS)</p>	<p>3.1) Culturally responsive instruction (CRI) 3.2) Well-rounded education 3.3) Middle school model 3.4) COVID-19 recovery</p>	<p>4.1) College & career paths</p>	<p>5.1) Program effectiveness 5.2) Priority-based budgeting 5.3) Envision SPPS</p>	<p>6.1) Community engagement</p>
ARP Strategies	ARP Strategies	ARP Strategies	ARP Strategies	ARP Strategies	ARP Strategies
<p>#9: Retaining teachers of color #28: Recruiting teachers of color #37: Equity training for staff #78: Districtwide equity plan</p>	<p>#3: Early childhood mental health #5: Student mental health support #12: Social emotional learning (SEL) #14: Attendance & engagement #22: Social workers #15: Counselors #66B: American Indian counselor #CP4: Security and Emergency Management coordinators</p>	<p>#7: CRI #8: WINN #44: Job-embedded professional development #66: American Indian curriculum #17: High school systems #27: Well-rounded education #21: Credit recovery #20: Special education recovery services #54: MLL coaching #2: Autism support #33: Bilingual Seals #76: MLL support #53: Bilingual EA training #75: Middle school career experience</p>	<p>#4: Check & Connect special education support #6: Internships #24: Career path materials #34: Career integration #15: Counselors #66B: American Indian counselor #13: Extended Day for Learning Plus (EDL Plus) #31: Flipside after-school program #75: Middle school career experiences</p>	<p>#80: Innovation Office #CP5: Research analysts #70: School allocations #87: Board training</p>	<p>#61: Full-service community schools #62: Districtwide contact center #79: Language support for families #69: Community partnerships</p>

Systemic Equity



Objective 1:

Intercept the normalized patterns of unearned privilege/advantage and/or access through policy, procedures, practices and programming

Objective 2:

Create inclusive school and district cultures

Objective 3:

Increase our capacity to meet the instructional needs of each learner

Objective 4:

Increase opportunities for students to envision their future, explore careers and prepare for postsecondary education

Objective 5:

Allocate resources based on program effectiveness and organizational priorities

Objective 6:

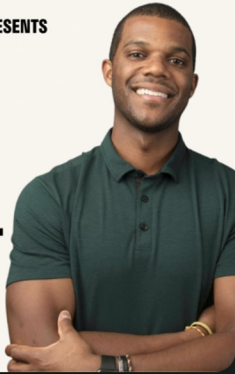
Improve stakeholder engagement in district decisions

Objective

Intercept the normalized patterns of unearned privilege/advantage and/or access through policy, procedures, practices and programming.

Listen, Reflect, Talk, Grow

20
15 DIVERSITY
EXPLAINED PRESENTS



RACE AT
WORK

WITH PORTER BRASWELL

PODCAST EPISODE

Diversity, Equity, and Inclusion 101 (with Richemont's Doug Melville)

Race at Work with Porter Braswell

Porter Braswell is the CEO and co-founder of Jopwell, the leading technology platform that helps companies build diverse, equitable, and inclusive cultures while assisting them in connecting and recruiting students and professionals of color. He is the author of *Let Them See You*.

What Is Systemic Equity In SPPS?

The transformed ways in which systems operate to ensure a healthy and authentic environment. Individuals thrive knowing they exist in a conscious space where practices are developed and acted out toward affirming identity, increasing racial and cultural consciousness, increasing inclusivity, and establishing an adaptive environment for individuals to navigate in community.

Vision for Students

An equitable Saint Paul Public Schools will be a place where:

- Students of all backgrounds feel that they matter. They are seen for who they are, what they bring and the value they add. They experience a sense of belonging and ease in their school community.
- Every school is a good school. At every school students' needs are met regardless of how they look, where they live, or their physical ability.
- Students actively see themselves reflected in their day. You can walk into any building and there will be staff and adults in all roles that reflect students and the many identities they hold.
- Learning is reflective of students' cultures, communities, identities and experiences.
- Students of all backgrounds, at all levels, are trusted and supported to do their best work. They work in an environment that supports collaboration and fosters community.
- They can show up as themselves and are valued and compensated for their contributions.

Vision for Staff

An equitable Saint Paul Public Schools' building will be a place where:

- Staff of all backgrounds feel that they matter. They are seen for who they are, what they bring, and the value they add. They experience a sense of belonging and ease in their school community.
- Every building is a good building. At every building, needs are met regardless of how staff look, where they live, or their physical ability.
- Staff actively see themselves reflected in their day. You can walk into any building and there will be staff and adults in all roles that reflect students and the many identities they hold.
- Learning is reflective of staff cultures, communities, identities and experiences.
- Staff of all backgrounds, at all levels, are trusted and supported to do their best work. They work in an environment that supports collaboration and fosters community.
- They can show up as themselves and are valued and compensated for their contributions.



Saint Paul
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Thank You

Joe Gothard

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