



South St. Paul School Board - Work Session

Monday, October 12, 2026 5:00 PM

District Office, 104 - 5th Avenue South, South St Paul, Minnesota 55075

I. **REPORT**

I.A. Students School Board Representative Report (Student Board Reps)

I.B. District Scorecard Overview and Update Report (Leadership Team)

I.C. Minnesota Accountability Measure Performance Report (A. Winter and J. Danielson)

II. **SCHOOL BOARD**

II.A. 2-Year Board Agenda (L Brandecker)

II.B. Public Relations and Community Engagement (Board)

II.C. Committee Updates (Board)

- District 917
- AMSD
- Community Education
- Educational Foundation
- Finance, Facilities and Long-Range Planning
- Local Issues
- Policy
- SSP Open Foundation
- Superintendent Executive

II.D. Other Items Deemed Necessary by the School Board



School Board Agenda Item

Date: October 12, 2026

Place on Agenda: Work Session

Action Requested: None, Information Only

Attachment: None

Topic: Student Board Representative Update
Presenter(s): Student Board Representatives Josie Albin and Monica Schmidt
Background: The Student School Board Representatives will provide an update on their ongoing work to expand student voice and engagement in School Board conversations. In collaboration with district leadership, the student representatives are developing a more intentional approach to connecting with students across the district, gathering diverse perspectives, and bringing those voices into the Board's work. The update will highlight opportunities they are exploring to strengthen student engagement and ensure student perspectives are regularly represented in Board discussions throughout the school year.
Recommendation: N/A
Alternatives: N/A



School Board Agenda Item

Date: October 12, 2026

Place on Agenda: Work Session

Action Requested: None, Information Only

Attachment: District Scorecard Update Presentation

Topic: District Scorecard Overview and Update
Presenter(s): Superintendent Zambreno and District Leadership
Background: As part of the district's ongoing implementation of its Strategic Plan, South St. Paul Public Schools has developed a District Scorecard to monitor progress toward our strategic priorities and support continuous improvement. Aligned with the district's three strategic pillars, Packer Performance, Packer Promise, and Packer Pride, the scorecard identifies key measures of success, establishes goals, and provides a framework for tracking progress over time. At Monday's work session, the School Board will receive an overview of the District Scorecard, including its purpose, structure, and how it will be used to measure progress and inform decision-making. The presentation will also highlight the district's work to align school and department scorecards with districtwide priorities, creating a shared focus on accountability, continuous improvement, and our mission to Engage, Educate, and Empower every learner.
Recommendation: N/A
Alternatives: N/A



**South St. Paul
Public Schools**

Strategic Plan and Scorecard

We Needed a Shared Roadmap

So we built the roadmap together

- **The Definition** - A strategic plan is our shared roadmap for the next several years, guiding all decisions and efforts
- **The Purpose** - Aligns our priorities so every school, every department, and every initiative moves in the same direction
- **The People** - Built on input from students, staff, families, and our community



Process - From Discovery to Strategy

Listening: 24 Internal and External Focus Groups

- Students – Middle School and High School
- District Leadership Team
- Classified & Certified Staff
- Families/Caregivers
- Community Members
- City Leaders (council, PD, Fire)



Data Synthesis: Steering Committee

- Representation - Parents, Staff, Community
- Process
 - Creation of new Mission and Vision
 - Development of Three Strategic Pillars



Mission

Engage, Educate,
Empower!

SSP



Vision

**Nurturing an inclusive
Packer community of
lifelong learners.**

SSP

Strategic Pillars

Packer Performance - Fostering Growth and Achievement

Packer Pride - Celebrating Core Values & Community

Packer Promise - Cultivating Inclusive Opportunities for All

Packer Performance – Fostering Growth and Achievement

- **Focus on Growth:** *Cultivate an environment that encourages continuous improvement, academic success, and high performance.*
- **Support Staff Excellence:** *Empower and support staff as they learn and collaborate to drive student achievement.*
- **Expand Opportunities:** *Offer diverse academic and extracurricular experiences that inspire curiosity, critical thinking, and personal growth.*

Packer Pride - Celebrating Core Values & Community

- **Align Actions with Core Values:** *Ensure every decision and action reflects our commitment to our community values of Pride, Respect, Resilience, Integrity, Collaboration, and Equity.*
- **Promote District Strengths:** *Showcase what makes our district unique and welcoming, attracting students, families, and staff.*
- **Celebrate and Promote Hard Work and Engagement:** *Recognize and appreciate the dedication of students, families, staff, and community members in fostering a thriving and supportive educational environment.*

Packer Promise - Cultivating Inclusive Opportunities for All

- **Cultivate a Welcoming Environment:** *Build a safe, inclusive, and supportive learning community where everyone feels valued and heard.*
- **Communicate Transparently:** *Foster trust by delivering clear, consistent, and transparent communication that encourages engagement and strengthens relationships.*
- **Expand Pathways to Success:** *Provide diverse opportunities for students to explore their academic and personal goals, unlocking their full potential for success in school, careers, and life.*
- **Foster Belonging:** *Strengthen connections through shared experiences that create a sense of pride and belonging within our schools and community.*



Strategic Plan 2025-2030

Mission

Engage. Educate. Empower!

Vision

Nurturing an inclusive Packer community of lifelong learners

Packer Performance- Fostering Growth and Achievement

- **Focus on Growth:** Cultivate an environment that encourages continuous improvement, academic success, and high performance.
- **Support Staff Excellence:** Empower and support staff as they learn and collaborate to drive student achievement.
- **Expand Opportunities:** Offer diverse academic and extracurricular experiences that inspire curiosity, critical thinking, and personal growth.

Packer Pride - Celebrating Core Values and Community

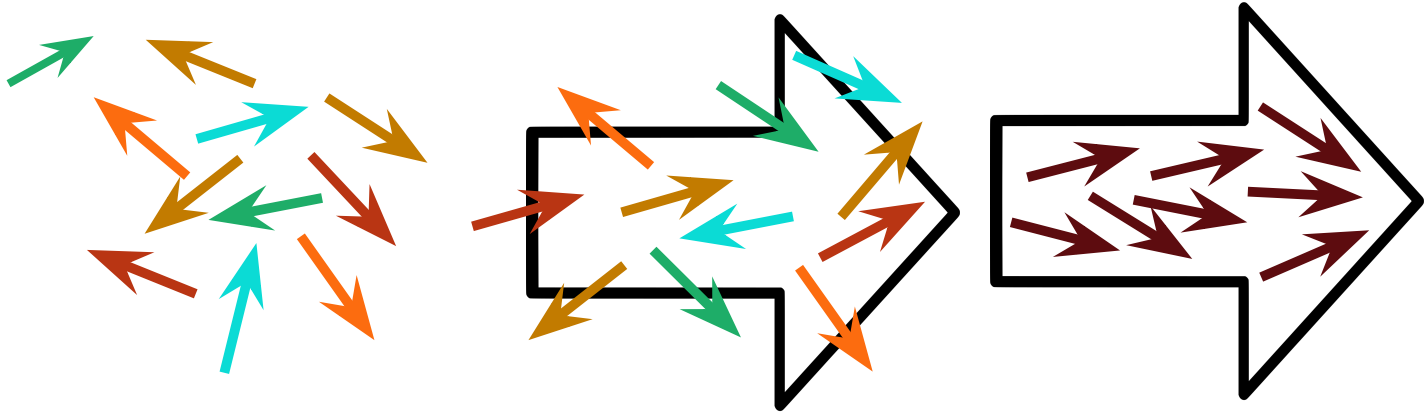
- **Align Actions with Core Values:** Ensure every decision and action reflects our commitment to our community values of Pride, Respect, Resilience, Integrity, Collaboration, and Equity.
- **Promote District Strengths:** Showcase what makes our district unique and welcoming, attracting students, families, and staff.
- **Celebrate and Promote Hard Work and Engagement:** Recognize and appreciate the dedication of students, families, staff, and community members in fostering a thriving and supportive educational environment.

Packer Promise - Cultivating Inclusive Opportunities for All

- **Cultivate a Welcoming Environment:** Build a safe, inclusive, and supportive learning community where everyone feels valued and heard.
- **Communicate Transparently:** Foster trust by delivering clear, consistent, and transparent communication that encourages engagement and strengthens relationships.
- **Expand Pathways to Success:** Provide diverse opportunities for students to explore their academic and personal goals, unlocking their full potential for success in school, careers, and life.
- **Foster Belonging:** Strengthen connections through shared experiences that create a sense of pride and belonging within our schools and community (moved down from Packer Pride).

Good Work Happening Everywhere

It wasn't always connected



From random acts
of improvement...

to aligned acts
of improvement.

Turning Strategy into Action



A roadmap only
matters if it changes
how we move

District Scorecard

Actionable and measurable work

Clear Priorities

Focuses attention on the work that matters most.

Measurable Outcomes

Turns strategic ideas into shared measures of progress.

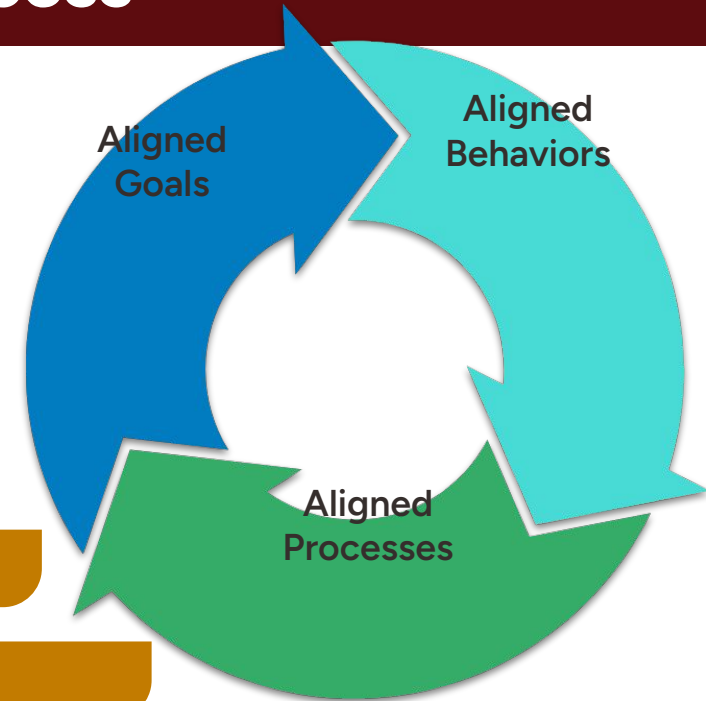
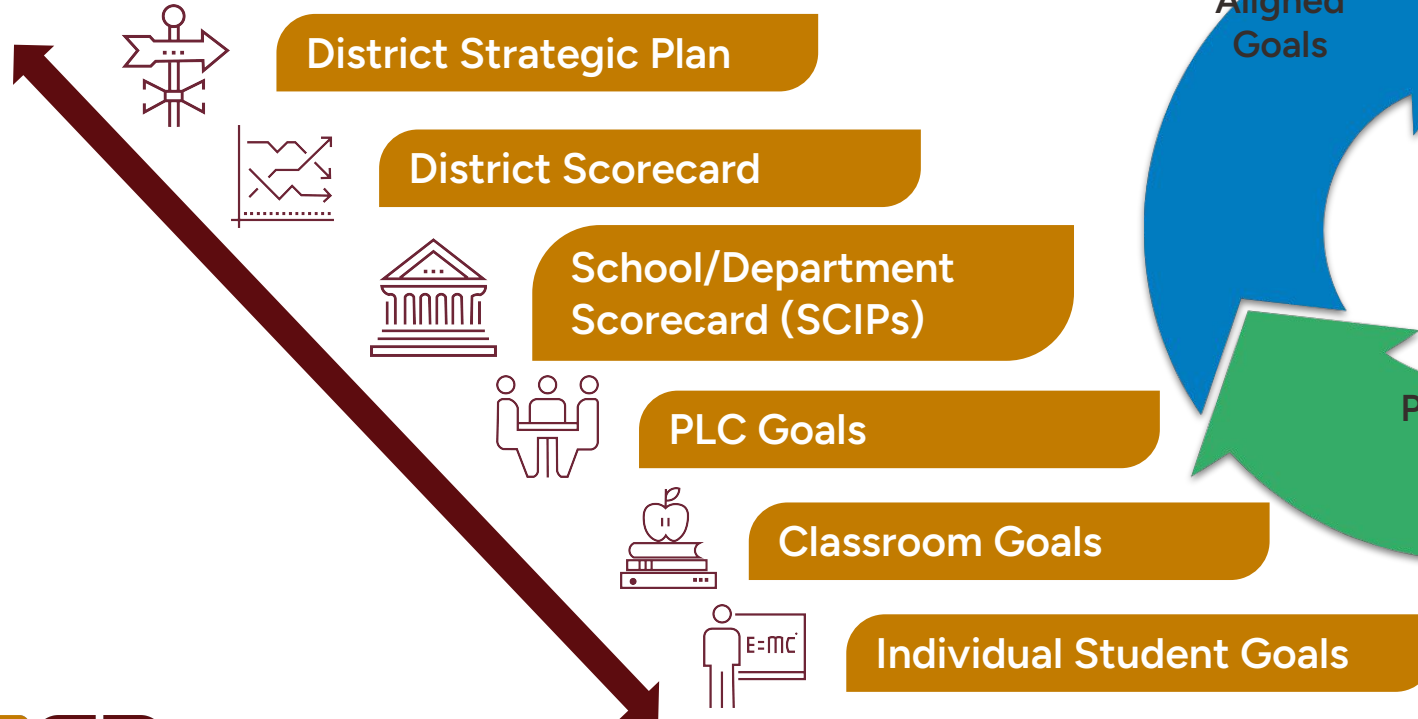
Shared Accountability

Helps teams understand their role in district success.

The scorecard is a tool that breaks down the strategic plan into smaller, actionable steps that can be measured.

Aligning for Success

Defining Goals and Actions



What Happened When We Started Aligning the Work?

2025-26 Scorecard Celebrations

Raise employee pride on
employee survey

Goal Met

Improve communication score
on employee survey

Goal Met

Increase elementary students
meeting ELA benchmarks

Goal Met

Increase middle school passing
rates

Goal Met

Increase % of high school
students on track for graduation

Goal Met

Develop a district-wide MTSS
structure

In Progress

Improved student attendance
(met until December)

Mixed

2026-27 Scorecard Goals

Where We're Focusing Our Work This Year

Packer Performance

- Increase math/reading proficiency in FAST testing (K-8)
- Increase credit attainment at High School level

Packer Pride

- Decrease gap in student open enrollment
- Increase student attendance
- Maintain staff retention

Packer Promise

- Improve scores on student survey
- Improve scores on family survey
- Improve scores on employee survey

Did we do it? Did we do it well? Did it make a difference?

MDE-Approved & Nationally Normed

FAST is an MDE-approved, nationally normed screener for reading and mathematics. It is administered three times each year, allowing us to monitor both student performance and growth.

Timely & Actionable Data

Unlike annual state accountability assessments, **FAST provides timely information throughout the school year** so educators can identify needs, adjust instruction, and determine whether students are progressing toward grade-level expectations.

Looking Beyond Single Scores

FAST helps us look beyond a single proficiency result by asking: **Are more students on track? Are students growing? Are our instructional strategies making a difference?**

Our Primary Goal

Our goal is not simply to improve a test score. Our goal is to increase the number of students who are on track for success in reading and mathematics.

Packer Performance

Credit Attainment

Goal

Increase the number of students who are on track to graduate by reviewing credit attainment and responding to student needs earlier.

Why

Graduation success begins well before senior year. Early monitoring ensures timely support and intervention.

What We Are Doing

Established annual credit attainment benchmarks for grades 9-12 to systematically track student progress towards graduation requirements.

Credit Attainment Milestones

Annual credit targets required for on-time high school graduation.

Credit Attainment Milestones

9th Grade	10th Grade	11th Grade	12th Grade
16	32	49	65
Credits	Credits	Credits	Credits

→ Graduation

Annual credit benchmarks for monitoring progress toward graduation.

Key Target: Progress is tracked annually from 16 credits in 9th grade to 65 credits by 12th grade to ensure graduation readiness.

Goal

Improve employee retention by reducing annual turnover to below 6%, excluding retirements.

Baseline: 2025-26 Turnover Rate: 6% | **Target:** Below 6%

Why

Retaining quality employees builds strong relationships, provides stability and consistency, and supports student success.

What We Are Doing to Support Employee Retention

- **Strengthen HR Processes:** Review hiring, onboarding, staffing, and payroll processes to improve consistency, efficiency, and employee satisfaction.
- **Strengthen Recruitment, Retention & Career Development:** Evaluate compensation and benefits and expand Grow Your Own (GYO) opportunities to support employee retention and internal career advancement.
- **Build Leadership Capacity & Accountability:** Provide supervisor training, conduct quarterly leadership check-ins, and analyze turnover trends to proactively identify and address employee retention challenges.

Packer Pride

Enrollment

Goal

Better understand district enrollment trends, including student retention, mobility, and open enrollment patterns, to identify opportunities to stabilize and strengthen enrollment.

Why

Understanding enrollment trends and family choices helps us better meet student and family needs and make informed decisions that support the district's long-term stability.

Area of Focus

- We are analyzing enrollment trends by grade, school, program, and transition point
- Have a deeper understanding of why resident students leave and why out of district resident choose SSPPS
- Connect enrollment trends to staffing, facilities, transportation, and financial planning
- Use data to identify opportunities to retain and continue attracting students to SSPPS
- Bring back enrollment reporting

Goal

By June 2027, we will increase the percentage of students who are consistently attending school from 67.79% (25-26 data) to 77%.

Definition: Any student who is enrolled in any of our schools for any portion of the school year are included in the data. Consistent attendance is defined as a student attending school 90% or more. Excused and unexcused absences are included.

Action Items

- Increasing communication regarding attendance and the impacts of attendance
- Regularly reviewing the data and developing plans that address the root cause(s) in order to support students and families
- Reviewing attendance policy and getting input from multiple groups

Why

Regular school attendance supports academic achievement, strengthens relationships and keeps students connected to their learning and school community.

Goal

Increase the overall mean score on the annual 20-question Student Experience Survey from 3.7 to 3.8

Why

Every student deserves to feel valued, connected, and supported in their learning. By listening to student voices and understanding their experiences, we can create learning environments that foster a sense of belonging, encourage engagement, and empower students to take an active role in their education.

What We Are Doing

- Meeting with students to build relationships leverage student voice, and unpack survey results
 - Superintendent's Student Advisory (elementary, middle and high school)
 - Having other leaders join these meetings throughout the school year
- Sending more communication home to share positives of their children - Proud Packers Campaign

Goal

Increase the overall mean score on the annual Employee Experience Survey from 3.63 to 3.73.

Why

We want all employees to feel supported, valued, and effective in their roles, creating a positive work environment that promotes employee engagement, professional growth, and retention across all job categories. Through our annual survey, we gather feedback to identify strengths, address areas for improvement, and strengthen the overall employee experience.

What We Are Doing

- Employee rounding meetings
- Staff milestone meetings
- Regular communication to staff (post-school board meetings, supt. Communications, etc.)
- Packer Pride Spotlight Campaign
- Regular meetings with union leaders

Goal

Increase the overall mean score on the annual 20-question Parent/Caregiver Experience Survey from 3.65 to 3.75

Why

Understanding the experiences and perspectives of our families is essential to building strong school-family partnerships. Through our annual survey, we gather meaningful feedback to identify strengths, recognize opportunities for improvement, and make informed decisions that strengthen family engagement, trust, and the overall school experience.

What We Are Doing

- Partnering with Studer Education to administer the survey
- Analyzing Results: Reviewing district and school level results to identify strengths, trends, and opportunities for improvement.
- Sending more communication home to share positives of their children - Proud Packers Campaign
- New Parent Education Program

Date: October 12, 2026

Place on Agenda: Business Meeting

Action Requested: None. Report Only

Attachment: Minnesota Accountability Measure Performance Report Presentation

Topic: Minnesota Accountability Measure Performance Report
Presenter(s): Jennifer Danielson- Executive Director of Student Services, Amy Winter- Executive Director of Educational Services
Background: Annual Districtwide Data Reporting Each year, the district will present a comprehensive review of key accountability data to the School Board. This report will include: • Attendance – Districtwide attendance rates • MCA/MTAS Results – Student performance on state assessments, including proficiency levels and growth data. • Graduation Rates – 2025 graduation rates
Recommendation: NA
Alternatives: NA



South St. Paul
Public Schools

District Overview — October 2026

Minnesota Accountability Measures Performance Report

Presenters

Jennifer Danielson

Executive Director of Student
Services

Amy Winter

Executive Director of
Educational Programs

Presentation Overview: Key Accountability Snapshots



Attendance

Consistent attendance tracking & district wide trends.



Math Assessment

State MCA/MTAS math proficiency & growth metrics.



Reading Assessment

Reading state accountability and progress measures.



Science Assessment

State science standards alignment and outcomes.



Language Acquisition

English learner growth & language development.



Graduation Rates

4-year graduation benchmark & subgroup analysis.

Grounding for State Assessment Data



Match the Data to the Question

System questions need system-level data.
Student questions need multiple student-level measures.



Look for Patterns

Trends over time matter more than one single result.



Pair Lagging & Leading Indicators

State accountability measures tell us what happened; balance with current data to help make decisions now.



Disaggregate to Understand

Averages can hide important differences in student experience and outcomes across the system.

Attendance



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Public Schools

Attendance:

A student is considered to be “consistently attending” school when they attend 90% or more school days in a year. Excused and unexcused absences both are considered absent.

Entity	21-22	22-23	23-24	24-25	% Change
Statewide	69.8%	74.5%	75.5%	76.5%	6.7%
SSPPS	55.1%	61.3%	66.64%	65.9%	10.8%

2024-2025 Attendance by Subgroup

Category	SSP	State Wide
All Students	66.64%	76.49%
American Indian Students	49.15%	52.64%
Asian Students	78.48%	82.84%
Black or African American Students	52.40%	67.84%
Hispanic or Latino Students	60.10%	66.91%
White Students	74.55%	81.16%
Two or more races Students	64.81%	72.59%
English Learner Students	69.06%	72.55%
Special Education Students	58.98%	68.95%
Students Eligible for Free/Reduced-Price Meals	58.89%	66.34%

Improvement Strategies - Attendance

- **During 2025-2026:**
 - Added an Attendance and Student Engagement Specialist (6th - 12th)
 - Incentives at secondary for attendance
 - District scorecard goal
 - Monthly data analysis regarding trends
- **In Progress for 2026-2027:**
 - Continuing 25-26 strategies
 - Increasing communication to families about attendance
 - Revising School Board Policy 504: Student Attendance
 - Building check-in meetings include discussions of attendance interventions, attendance incentives, and attendance messaging
 - Looking at subgroups and involvement of IEP teams

Academic Achievement



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Public Schools

One Annual Check-Up. Many Views. Student Success.

Multiple reports. One connected picture. Better decisions for all students.

FROM CHECK-UP TO ACTION



1. WHAT ARE WE SEEING? The Check-Up STATE ASSESSMENTS

Broad, external measure of how our students are performing against state academic standards.

Answers:

How are our students performing overall and for student groups? Where should we look more closely?



Focus: Achievement levels, trends over time, group results, school/district comparisons



2. WHAT DOES IT MEAN IN CONTEXT? Deeper Diagnostic View CACR & A&I PLAN

Adds context about readiness, opportunity, outcomes, and equity so we understand the full picture.

Answers:

Where are our students experiencing success, where are gaps and disparities, and which outcomes require our attention?



Focus: 5 CACR Goals

- All Children Ready for School
- Racial and Economic Gaps are Closed
- Students Ready for Career & College
- Students Graduate from High School
- All Students Prepared for Lifelong Learning

Includes Achievement & Integration Plan



3. WHAT ARE WE DOING ABOUT IT, AND IS IT WORKING? Ongoing Monitoring & Response STRATEGIC PLAN SCORECARD

Monitors implementation of our priorities and the impact of our strategies.

Answers:

*Are we implementing as intended?
Are our strategies making a difference?
What adjustments are needed?*



Focus: Strategic plan goals, measures, implementation benchmarks, and impact indicators (scorecard)



WHEN WE SHARE

Fall (Nov-Dec)

1. STATE ASSESSMENTS

Annual check-up:
How are we performing?

Winter (Feb-Mar)

2. CACR & A&I PLAN

Deeper context:
What do outcomes and opportunity data tell us?

Spring (May-June)

3. STRATEGIC PLAN SCORECARD

Monitoring our response:
Are we making progress toward our goals?

Throughout the Year

Updates and progress monitoring as needed

THROUGHOUT THE YEAR: A CONTINUOUS CYCLE



Collect & Monitor
Multiple data sources throughout the year (formative, attendance, behavior, surveys, etc.)



Analyze & Learn
Look at patterns, root causes, and student experiences



Respond & Adjust
Use evidence to adjust strategies and provide supports



Evaluate Impact
Check progress toward outcomes and equity



Repeat
Continuous improvement for all students



Our Commitment

We use data thoughtfully—not to label students, but to improve opportunities and outcomes.
Every student. Every goal. Every year.



The Big Picture: State assessments give us a snapshot. CACR and A&I add the context. The scorecard shows our response and impact.

Together, they help us make better decisions and improve outcomes for every student.

One Annual Checkup. Many Views. Student Success.

Multiple reports. One connected picture. Better decisions for all students.



From Check-Up to Action



What are we seeing?

The Check-up
State Assessments

Broad, external measure of how our students are performing against state academic standards.

Answers:

How are our students performing overall and for student groups? Where should we look more closely?

Focus:

Achievement levels, trends over time, group results, school/district comparisons



What does it mean in context?

Deeper diagnostic View
CACR & A&I Plan, Scorecard

Adds context about readiness, opportunity, outcomes, and equity so we understand the full picture.

Answers:

Where are our students experience success, where are gaps and disparities, and which outcomes require our attention?

Focus:

5 CACR Goals

- All children ready for school
- Racial and economic gaps are closed
- Students ready for career & college
- Students graduate from high school
- All students prepared for lifelong learning

Includes Achievement & Integration Plan



What are we doing about it, and is it working?

The Check-up
State Assessments

Monitors implementation of our priorities and the impact of our strategies.

Answers:

Are we implementing as intended? Are our strategies making a difference? What adjustments are needed?

Focus:

Strategic plan goals, measures, implementation benchmarks, and impact indicators (scorecard)



When We Share

Fall (Nov-Dec)

State Assessments

Annual check-up: How are we performing?

Winter (Feb-Mar)

CACR & A&I Plan

Deeper context: What do outcomes and opportunity data tell us?

Spring (May-June)

Strategic Plan Scorecard

Monitoring our response: Are we making progress toward our goals?

Throughout the Year

Updates and progress monitoring as needed



Collect & Monitor

Multiple data sources throughout the year (formative, attendance, behavior, surveys, etc.)



Analyze & Learn

Look at patterns, root causes, and student experiences



Respond & Adjust

Use evidence to adjust strategies and provide supports



Evaluate Impact

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Repeat

Continuous improvements for all students

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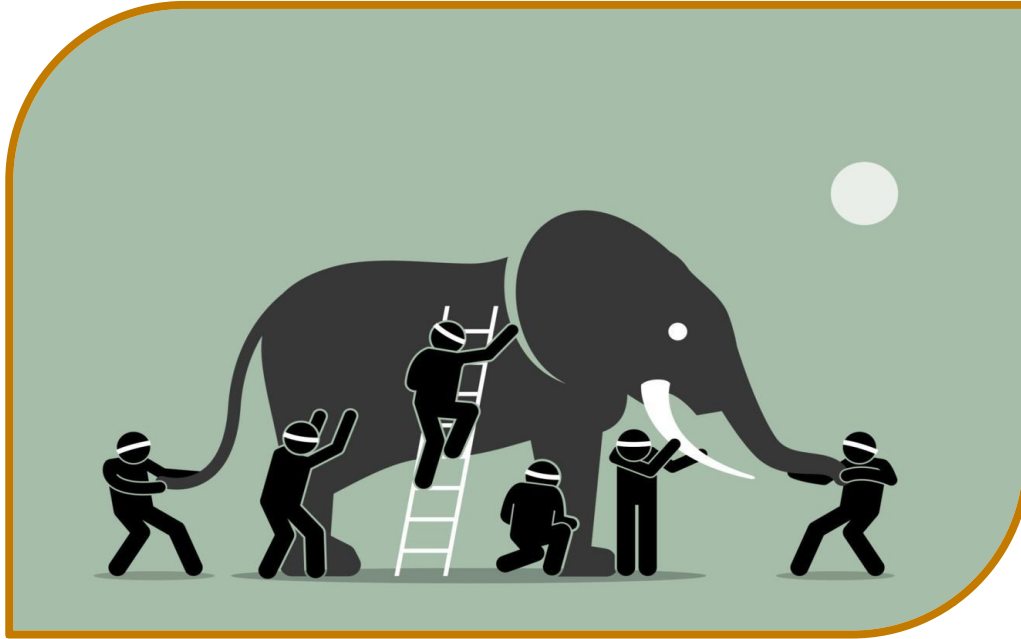
The Bigger Picture:

State assessments give us a snapshot. CACR and A&I add the context. The scorecard shows our response and impact.

Together, they help us make better decisions and improve outcomes for every student.

Level of Accountability	Question	Data That Helps Answer
State	How is our district performing compared with expectations from the state and othe school district across Minnesota?	MCA, FAST ACCESS language assessment
District	How is our system performing? Where are district patterns, strengths, gaps, and trends?	Normed Assessments, District Assessments, Program Data, ACT, Graduation Rates, Scorecard
School	What is happening in each individual school? Which content areas showing growth or needs attention?	Course Completion Grade level data
Classroom	What should student know, how will we know if they learned it, what do we do when they do, what do we do if they don't yet?	Common Assessments, Curriculum Assessments,
Student	What does this student know, growth and capacity?	Unit Assessments, Formative Data, Report Card

Bottom Line:



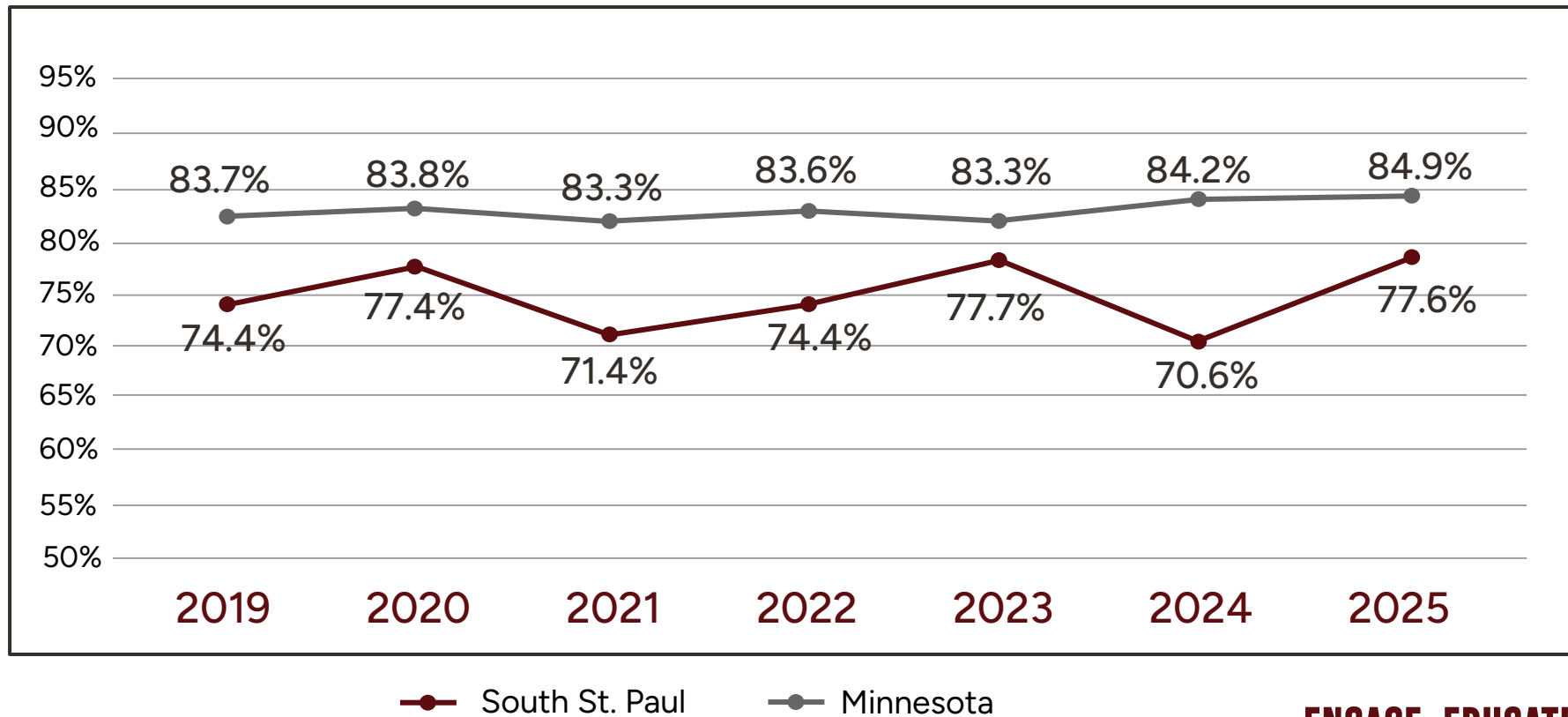
No single
measurement tool
tells the whole story.

Graduation



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Public Schools

4 Year Graduation Rates: District & State Level



2025 Graduation Rates: Subgroup

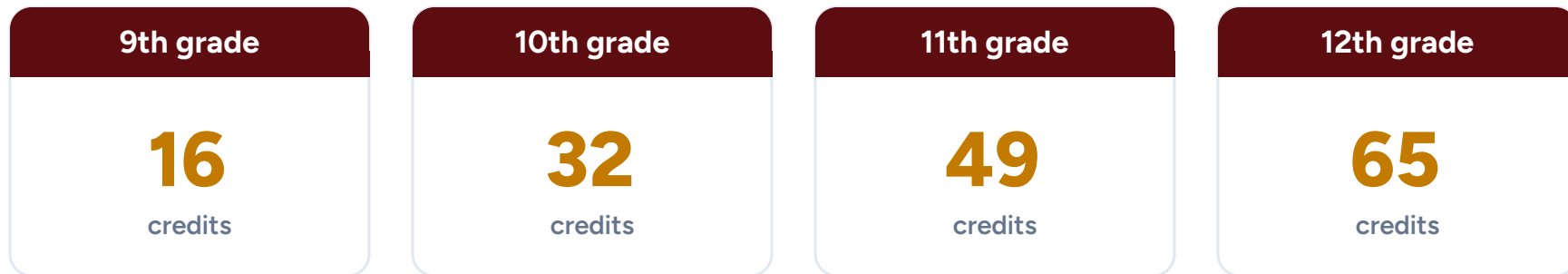
	SSP	MN
All Students	77.6%	84.9%
Of the students proficient:		
White	88.5%	89.9%
Students of Color	67.4%	77.8%
Free/Reduced	71%	76%
SPED	77.8%	68.5%
English Learners	55.6%	67.1%

Strategic Plan: Scorecard

- **Proactive Progress Monitoring:** HS review grades every 6 weeks and intervening using WIN Wednesday before a student fails a class
- **Rapid Response to Course Failure:** Process at the HS ensuring students receive intervention immediately after a student fails a class within the same school year
- **Data-Informed Curriculum & Coaching:** Course passing rates are reviewed alongside curriculum and resources, with instructional coaching.
- **Credit Recovery Planning:** Students behind on credits are identified prior to 11th grade and offered guidance, including CLC enrollment options.
- **Improved Grading Practices:** HS has implemented grading practice changes to better support student success.
- **Support for Students with Attendance:** Ensuring students are physically and intellectually engaged

How do we monitor our progress?

Formula: On track for graduation



Progress Reviews

Grade Review:

Regular review of student pass rate

Trimester Final Grade Review:

Final grade review after trimester

ENGAGE. EDUCATE.
EMPOWER.

MCA/MTAS



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Public Schools



Minnesota Comprehensive Assessment (MCA)

Purpose: state- mandated assessment that measure student progress toward Minnesota State Academic Standards.

Subjects & Tested Grades:

- Reading: Grades 3-8, 10
- Math: Grades 3-8, 11
- Science: Grades 5, 8, High School



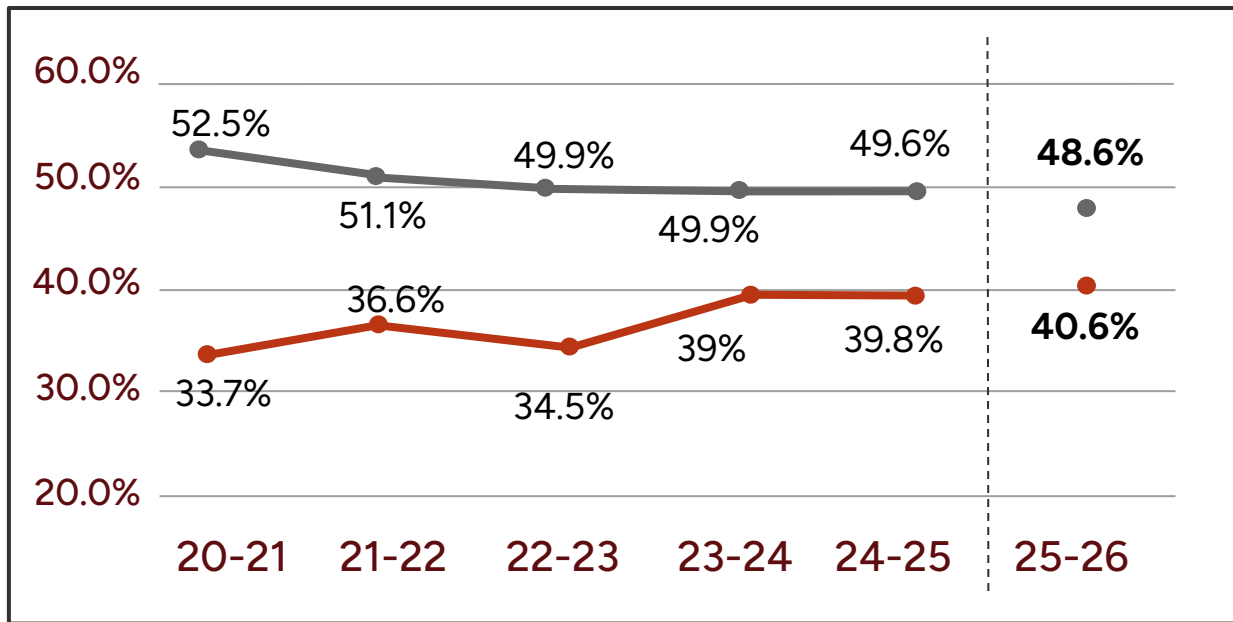
Minnesota Comprehensive Assessment (MCA)

How We Use MCA/ MTAS Data

- Identify system-wide strengths & needs
- Inform curriculum and instruction planning
- Support school improvement goals
- Meet state & federal accountability requirements
- Not for individual student decision-making

Minnesota Comprehensive Assessment (MCA)

Reading (Multi Year)



—●— South St. Paul

—●— Minnesota

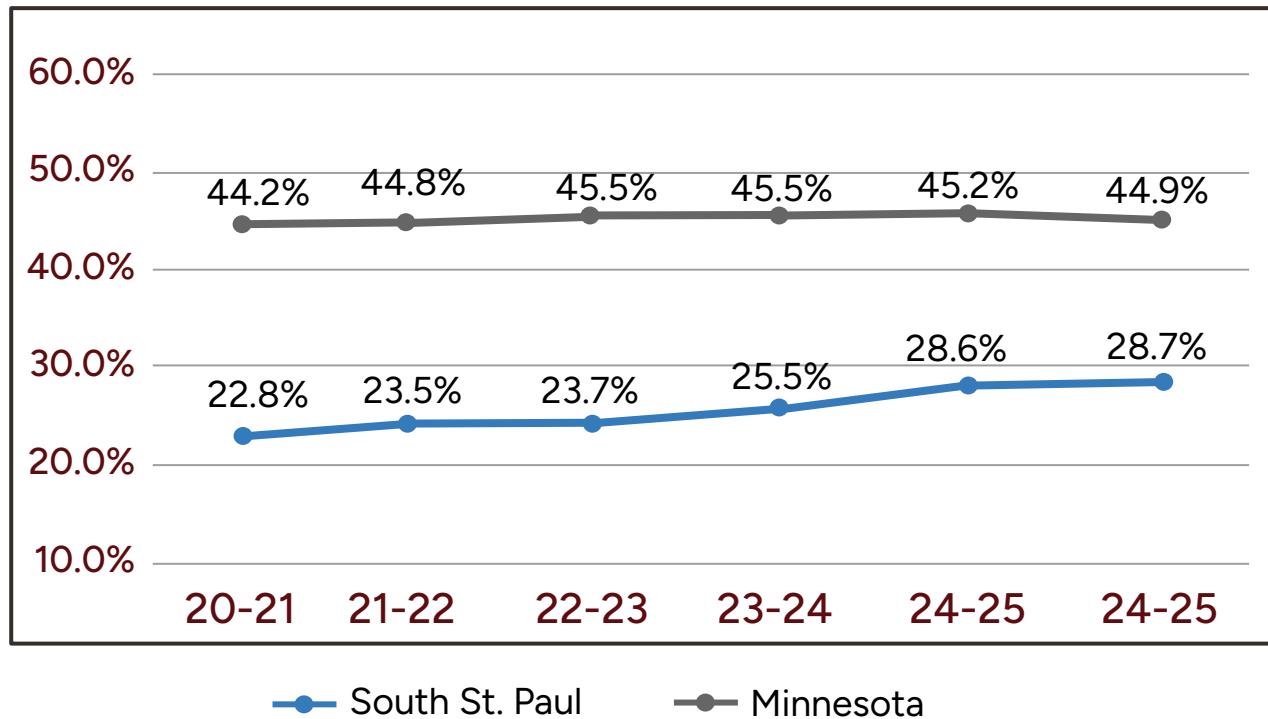
* New Curriculum Implementation
(N)= new assessment

Year	Gap %
2020-21	18.8%
2021-22	14.5%
2022-23	15.4%
*2023-24	10.9%
2024-25	9.8%
2025-26 (N)	8%

ENGAGE. EDUCATE.
EMPOWER.

Minnesota Comprehensive Assessment (MCA)

Math (Multi Year)

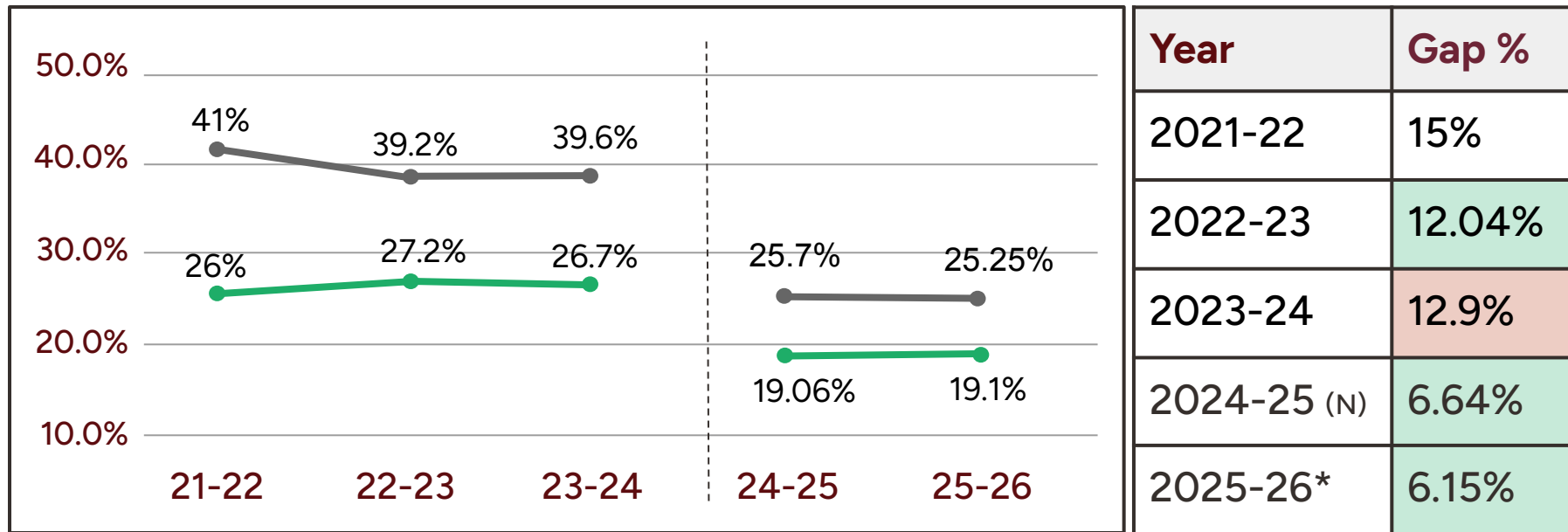


Year	Gap %
2020-21	21.4%
2021-22	21.3%
2022-23	21.8%
2023-24	20%
2024-25	16.6%
2025-26	16.2%

ENGAGE. EDUCATE.
EMPOWER.

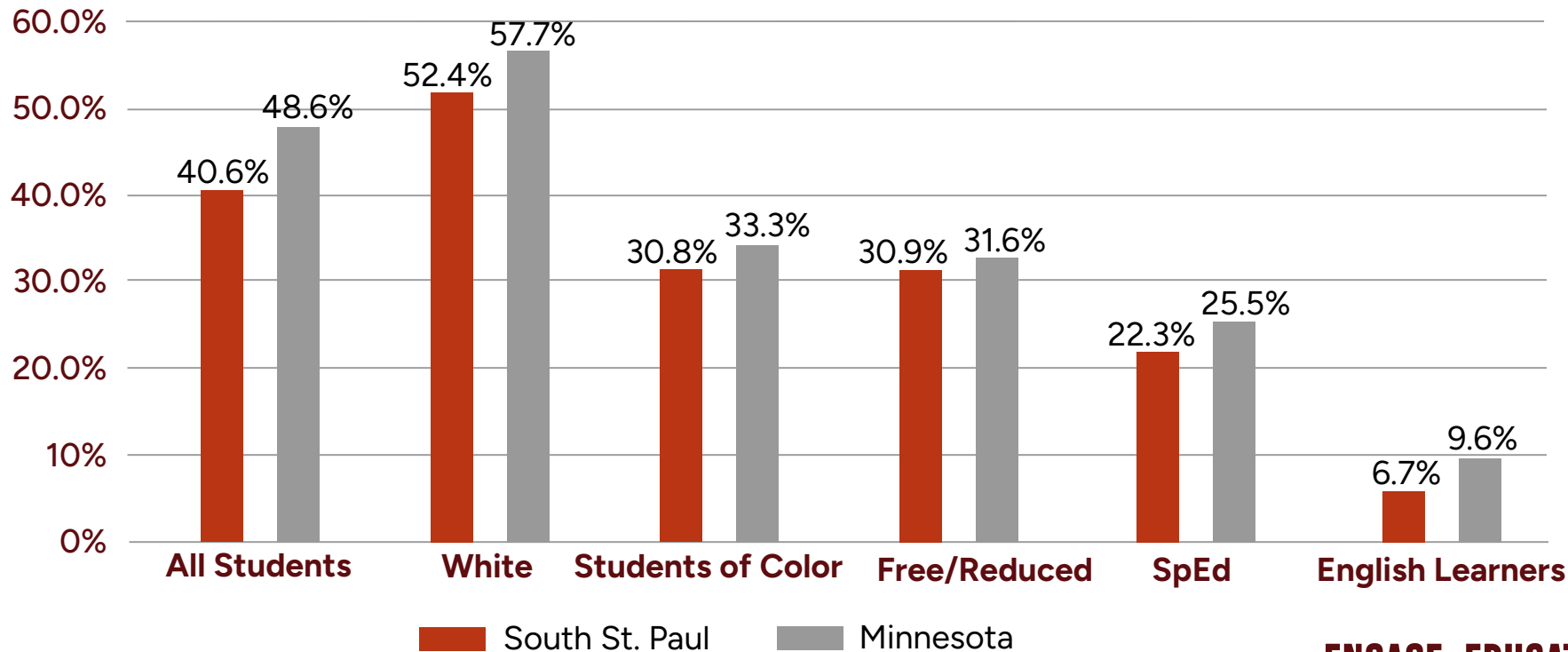
Minnesota Comprehensive Assessment (MCA)

Science (Multi Year)



Minnesota Comprehensive Assessment (MCA)

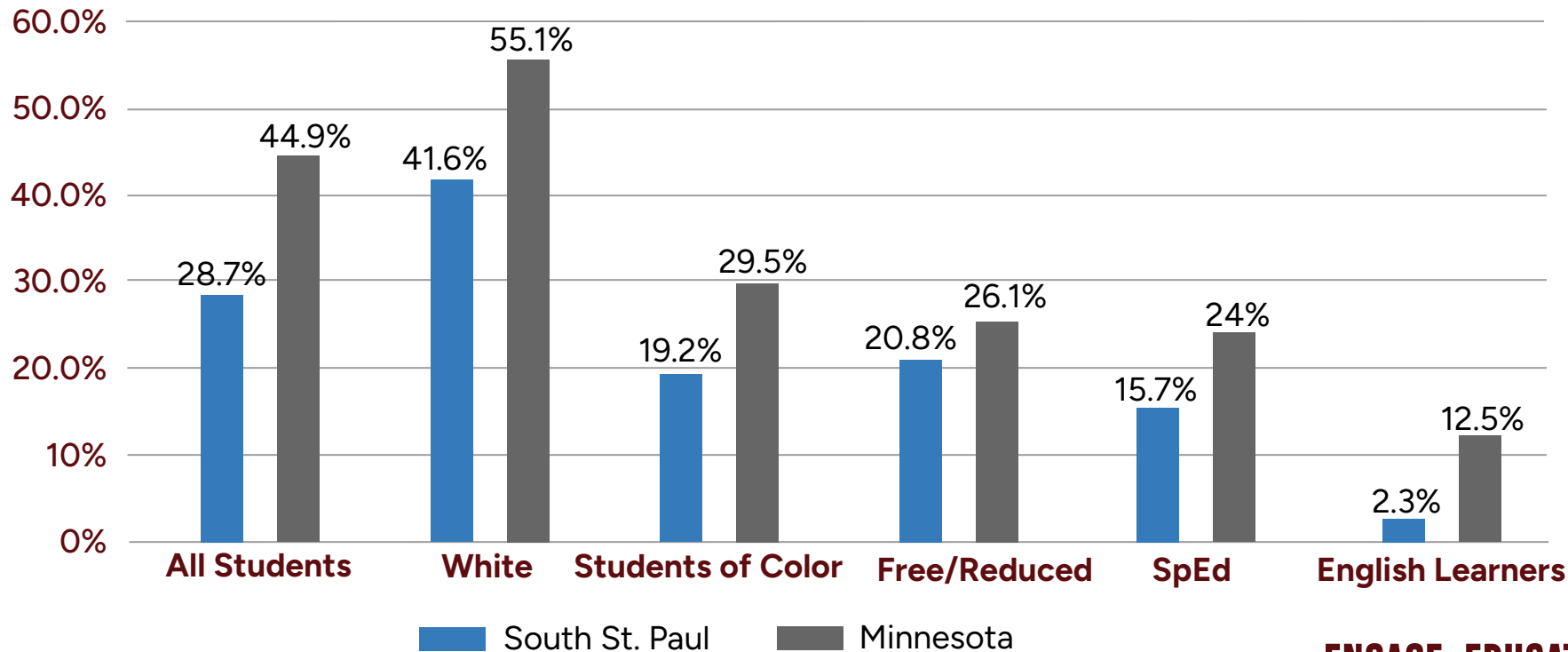
Subgroup- Reading



**ENGAGE. EDUCATE.
EMPOWER.**

Minnesota Comprehensive Assessment (MCA)

Subgroup- Math



**ENGAGE. EDUCATE.
EMPOWER.**

Minnesota Comprehensive Assessment (MCA)

Key Takeaways:



Reading multi-year **South St. Paul** has **increased** proficiency while the state has decreased.



Math multi-year **South St. Paul** has **increased** proficiency at a larger rate than the state.



Science MCA is aligned to updated state standards and scores have not been shared.

WIDA ACCESS

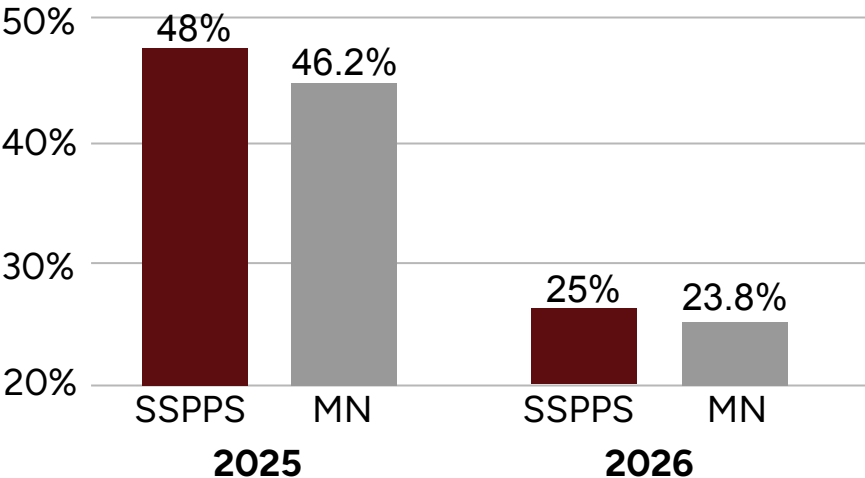


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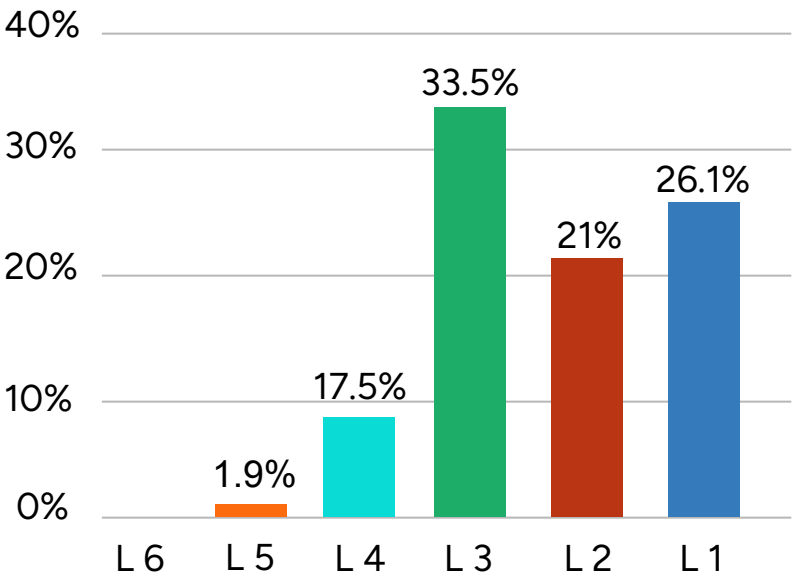
Progress Toward Language Target

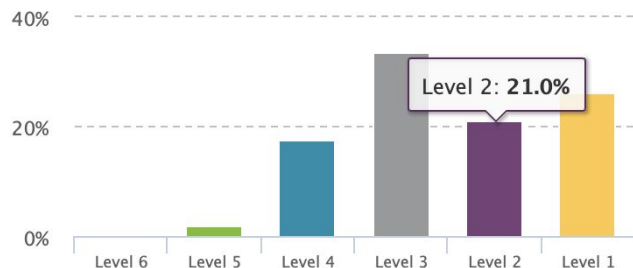
Progress Compared to State

The percent of English Learners (EL) meeting targets is the percentage of ELs who reach or went past their target.
2026 is a new test and the baseline stars over.



SSPPS Progress by Level (L)



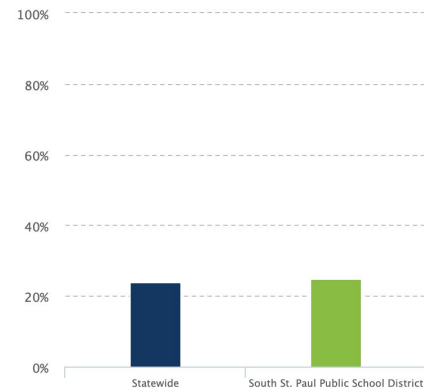


	Level 6	Level 5	Level 4	Level 3	Level 2	Level 1
Percent	N/A	1.9%	17.5%	33.5%	21.0%	26.1%
Count	N/A	5	45	86	54	67

Percent of ELs meeting target

The "percent of ELs meeting targets" is the percentage of English learners who reached or went past their target.

[Export to PDF](#)



	Statewide	South St. Paul Public School District
Percent EL meeting target	23.8%	25.0%
Count EL meeting target	20,117	62
Total	84,542	248

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Improvement Strategies - Districtwide

- Aligning School Improvement Plans to the district strategic plan
- Teacher PLCs, Coaching Model, and Teacher evaluation process
- Participating in Communities of Practices
- Curriculum Review Process
- 10th grade ALC Cohort

Comprehensive Achievement & Civic Readiness

October 26, 2026 Board Meeting

- All children are ready for school
- All racial & economic achievement gaps between students are closed
- All students are ready for college & career
- All students graduate from high school
- All students are prepared to be lifelong learners



Achievement & Integration - Oct 26 Meeting

3 Year Plan ending June 2026

Goal 1: Reading proficiency for Hispanic or Latino and Black or African American students will increase by at least 5% each year, every year, as measured by the Spring MCA Reading Assessment.

Goal 2: All teachers will participate in regular, job-embedded, equity-focused professional development that increases their capacity and efficacy in delivering culturally relevant instruction and reducing opportunities and achievement gaps for each student.

Goal 3: Increase the racial and economic diversity and integration in schools and districts. A growing number of South St. Paul students will participate in racially and economically integrated activities with partner districts.

Achievement & Integration - Oct 26 Meeting

New 3 Year Plan starting SY 26-27

Goal 1: Between Spring 2026 and Spring 2029, the % of BIPOC students in grades K-8 on target for their grade level will increase by 5 percentage points as indicated by being Low Risk or MCA on Track on the Spring FastBridge test.

Goal 2: By the 2028-2029 school year, the gap between BIPOC (Black, Indigenous, People of Color) and white high school students enrolled in IB, Concurrent Enrollment, or CAPS courses will decrease from 15% to 12%. Currently, 38% of the enrollment is BIPOC students while 53% of the school overall is, resulting in a 15% gap.

Goal 3: SSPPS students' access to teachers that are using Culturally Responsive Teaching strategies will increase between SY 2026-2027 and SY 2028-2029.

Thank you

Any Questions or Thoughts?



South St. Paul
Public Schools

Date: October 12, 2026

Place on Agenda: Work Session

Action Requested: None. Discussion Only

Attachment: 2-Year Board Agenda

Topic: 2-year Board Agenda
Presenter(s): School Board
Background: Over the past several work sessions, the School Board has worked collaboratively to develop its Two-Year Board Agenda, establishing governance priorities and areas of focus aligned with the district's Strategic Plan. With the agenda now developed, the Board will transition to regularly reviewing the document at its work sessions to keep priorities at the forefront, monitor progress, and plan for upcoming work. The Two-Year Board Agenda is intended to serve as a living document, allowing the Board to revisit and adjust priorities as needs and opportunities evolve. At Monday's work session, the Board will review the agenda, discuss upcoming areas of focus, and plan for future meetings and activities to support continued progress on its governance priorities.
Recommendation: N/A
Alternatives: N/A

Mission: Engage. Educate. Empower!

Vision: Nurturing an inclusive Packer community of lifelong learners!

Key Board Roles	2026 - 27 SY
Board Self-Governance	- Review and Set Board 2-Year Agenda (June/ongoing) - Update and Review, School Board Handbook (June) - Complete, End of Year Board Self-Evaluation (June) - Establish, Board Self-Evaluation Tool with Areas of Focus (June/July) Board/officer transition planning (November/December) - Mid-Year Check-in on Board Self-Evaluation (December) School Board Organization (December/January) Recruit candidates for BoE election (April) - School Board Professional Development Best Practices in Governance (semi-annually) and MSBA Learning to Lead Workshop Series
District Policy	Review/approve District Policies on a three-year cycle, with the exception of designated policies that require annual review.
Superintendent Relations	Establish, Superintendent Goals (June/July) - Mid-year check-in on Superintendent Goals (December/January) - Conduct/Report, Superintendent Evaluation (June) - Short and Long-Term Succession planning (ongoing) - One-on-One Meetings with the Superintendent (Semi-Annual)
Engagement	- Establish and maintain a Community Engagement Calendar Student Leadership Group Engagement (i.e. Affinity, Student Council, Athletic Captains, etc.) Recruit Engagement for District Committees (September) Legislative Advocacy and Strategic Priorities (On-Going) - meet with legislators Nov/Dec. - Expand Partnerships with City, Community and Businesses

Excellence in Management

Review means work session agenda item

Report means on air at regular business meeting

Approve means approval at the regular business meeting

Quality in Action means showcasing schools, departments, and programs during regular business meeting

July

Work Session

-
-

Work Session/Business Meeting

- **QIA: Ed Services/Student Services:** Summer Academies and Extended School Year
- **QIA:** Donation Recognition for Ed Foundation, SSP Open Foundation, SSP Lions
- **Report: Student Services:** Cardiac Emergency Response Plan

August

Work Session

-
-

Work Session/Business Meeting

- **QIA: Superintendent:** Back-to-School Highlights from Principals
- **Human Resources:** Review/Approve, [Health Insurance Contract](#)
- **Human Resources:** Review/Approve, [Health and Dental rates](#)

September

Work Session

-
-

Work Session/Business Meeting

- **QIA: Superintendent:** Kaposia Education Center
- **Finance:** Review/Approve, [Preliminary Property Tax Levy](#)
- **Educational Services/Student Services:** Report, State Assessment Data

Excellence in Management

Review means an update at the work session

Report means on air at the regular business meeting

Approve means approval at the regular business meeting

Highlight means items for Friday Update

October

Work Session

- **Superintendent:** Report, Score Card Introduction
-

Work Session/Business Meeting

- **QIA:** Lincoln Center
- **Finance:** Federal Funds Micro Purchasing Threshold
- **Educational Services:** Report, CACR and A&I Report: [Student Achievement Results](#)
- **Human Resources:** Approve, [Resolution for Board Member\(s\) as substitute](#)

November

Work Session

- Elementary/ Literacy Teaching & Learning (Scott)
-

Work Session/Business Meeting

- **QIA: Student Services:** Report, Introduction to Student Services Dept. and Continuum of SPED Services Offered in SSPPS (Birth to 22)
- **Finance:** Review/Report, [Enrollment Update on Enrollment Options and Demographics](#)
- **Educational Services:** Review/Approve, Middle School & High School [Course Proposals](#)

December

Work Session/Business Meeting

- **QIA: Superintendent:** Athletics and Activities
- **Finance:** Approve, [Final Property Tax Levy](#)
- **Educational Services:** Review/Approve, CACR & A&I Report [Summary Report](#)
- **Early Learning and Community Education:** Review/Approve, Community Education Fees

Excellence in Management

Review means an update at the work session

Report means on air at the regular business meeting

Approve means approval at the regular business meeting

Highlight means items for Friday Update

January

Work Session

- Secondary Teaching & Learning (Natalie)
 - Enrollment update - Open Enrollment
-

Work Session/Business Meeting

- **QIA: Middle School:** TBD
- **Finance:** Review/Approve, [Budget Setting Guiding Change Document](#)
- **Finance:** Review/Approve (between Jan-March), [Proposed Budget Adjustments](#)
- **Finance:** Review/Approve, [Audit report](#)
- **Educational Services:** Review/ Approve, [District Calendar](#)
- **Student Services:** Report, Mental Health & Wellness Services

February

Work Session

- Technology Dept (Tom)
-

Work Session/Business Meeting

- **QIA: Winter Athletics??:** TBD
- **Human Resources:** Review, [Negotiation Parameters](#)
- **Human Resources:** Approve, [Discontinuing and Reducing Educational Programs and Positions](#)
- **Educational Services:** Review/Approve, AIPAC Annual Compliance (Vote of Concurrence)

Excellence in Management

Review means an update at the work session

Report means on air at the regular business meeting

Approve means approval at the regular business meeting

Highlight means items for Friday Update

March

Work Session

- Early Learning/ Community Ed/ ABE (Tom/ Kristen/ Jeanne)
 - Budget/Staffing Preparation
-

Work Session/Business Meeting

- **QIA: High School:** TBD
- **QIA: Biliteracy Seal**
- **Finance:** Review,Fiscal Year 2024 Budget Planning Update
- **Finance:** Review/Approve,Fiscal Year 2024 Budget Adjustments, if needed
- **Human Resources:** Review/Approve, [Continuing Teacher Contacts for Tenure and Probationary](#) Releases
- **Student Services:** Report, Equity & Access: 504, Homeless, and Foster Youth Services

April

Work Session

- ?
-

Work Session/Business Meeting

- **QIA: CLC:** TBD
- **Finance:** Review/Report,Fiscal Year 2024 Budget Planning Update
- **Finance:** Review/Approve,Fiscal Year 2024 Budget Adjustments, if needed
- **Human Resources:** Review/Approve, [Probationary, Limited Contract, and Long-Term Substitutes Releases](#)
- **Human Resources:** ULA Resolution proposing to place teacher(s), if needed

Excellence in Management

Review means an update at the work session

Report means on air at the regular business meeting

Approve means approval at the regular business meeting

Highlight means items for Friday Update

May

Work Session

- TBD/Budget?
 - Facilities
-

Work Session/Business Meeting

- **QIA:** Athletics and Activities
- **Finance:** Review, Fiscal Year 2024 Budget Planning Update
- **Finance:** Review, [Food Service/Community Ed/Debt Service Budgets](#)
- **Human Resources:** Review/Approve Probationary Non-licensed Staff Releases
- **Human Resources:** [Review/Approve Continuing Teacher Contracts](#) (Tenure)
- **Early Learning and Community Education:** Review/Approve, [Food Service/Community Ed/Capital Budgets](#)
-

June

Work Session

- TBD
-

June

Work Session/Business Meeting

- **QIA:** Ed Services
- **Finance:** Review/Approve, [2022-23 Final Budgets](#)
- **Finance:** Review/Approve, Long-Term Facilities Maintenance 10-Year Plan SSPPS and District 917
- **Human Resources:** Review/Approve, [Independent Group Employment Agreements](#)
- **Human Resources:** Approve, [Pay Equity 2023](#) (every three years - due January 2027)
- **Human Resources:** Approve, 2025-26 [Dental Insurance Plan](#) (August/September 2025)
- **Human Resources:** Review/Approve, 2023-25 Bargaining Agreements: [Teachers](#), [Educational Support Professionals](#),
- **Student Services:** Review/Approve Discipline Policy & Student Rights and Responsibilities Handbook

2027-28 and beyond planning

- **Board:** Enrollment: Enrollment Trends and Enrollment Strategies
- **Board:** Finance & Facilities: Communication and Funding Strategies
- **Educational Services:** Review/Approve, [ATPPS](#) and TDE Plans
- **Educational Services:** Review, IB Program Approval
- **Educational Services:** Report, Curriculum Review
- **Educational Services:** College and Career Readiness
- **Educational Services:** Reading
- **Student Services:** Report, Community Partnerships
- **Student Services:** Report, MTSS Tiered Framework - Academic Supports
- **Student Services:** Report, MTSS Tiered Framework - Behavioral Supports
- **Student Services:** Report, Post-Secondary Transition Services

Acronyms

ADSIS - Alternative Delivery of Specialized Instruction Services

ATPPS - Alternative Teacher Professional Pay System

BoE - Board of Education

B-8 - Birth to Age 8

CCR - Career and College Readiness

CSCC - Central Square Community Center

LTD - Long-Term Disability

MCA - Minnesota Common Assessment

MSBA - Minnesota School Boards Association

OPEB - Other Post-Employment Benefits

SAAP - State Approved Alternative Programming

SEAC - Special Education Advisory Council

SSPPS - South St. Paul Public Schools

TDE - Teacher Development Evaluation

TRA - Teachers Retirement Association

WBWF - World's Best Workforce

WBL - Work Based Learning

Place on Agenda: Work Session

Action Requested: None. Discussion Only

Attachment: None

Topic: Public Relations and Community Engagement
Presenter(s): School Board
Background: As part of its ongoing commitment to community engagement, the Board will review and discuss the 2026-27 Public Relations and Community Engagement Calendar throughout the year. The calendar serves as a resource for planning engagement opportunities, promoting transparency, and supporting meaningful connections with district stakeholders.
Recommendation: N/A
Alternatives: N/A



School Board Agenda Item

Place on Agenda: Work Session

Action Requested: None. Discussion Only

Attachment: None

Topic: Committee Updates
Presenter(s): School Board Members
Background: School Board members will provide an update for the following committees that they serve on: • District 917 • AMSD • Community Education • Educational Foundation • Finance, Facilities, and Long-Range Planning • Local Issues • Policy • SSP Open Foundation • Superintendent Executive
Recommendation: N/A
Alternatives: N/A

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