



Reason

#426

12/2013



Weighted Student Formula Yearbook

Saint Paul

by Katie Furtick & Lisa Snell

Saint Paul Public School District

Program Name: Site-Based Budgeting

Implementation: 2002–2003

Program Type: District-Wide Program

Legal Authorization: School Board

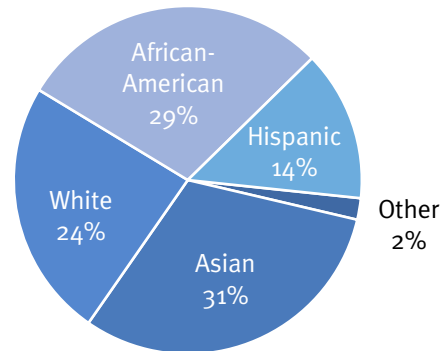
Overall Grade: C+

Category	Grade	Rank*
Overall Grade **	C+	9
Principal Autonomy	B	3
School Empowerment Benchmarks	B	9
2011 Proficiency Rates	B	6
Proficiency Rate Improvement	C-	10
Expected Proficiency vs. Actual	B-	6
Expected Proficiency Improvement	B-	7
2011 Graduation Rates	A	2
2011 Achievement Gaps	D	13
Achievement Gap Improvement	C-	11
Achievement Gap Closures:		
■ <i>Internal District</i>	C-	10
■ <i>Internal District vs. Internal State</i>	D	12
■ <i>External Achievement Gaps</i>	D	12

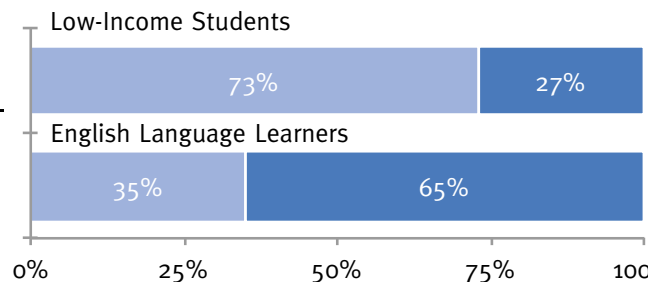
* Tied with Poudre Public Schools for “Proficiency Rate Improvement.”

** Overall grades and ranks may not equal the average of individual grades and ranks because categories are weighted differently to reflect their importance.

Demographics

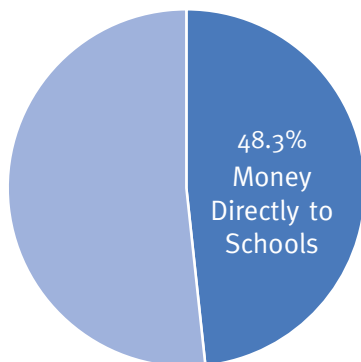


■ ELL/Low-Income ■ Non-ELL/Non-Low-Income



Source: SPPS 2012–2013 Adopted Budget

2012–2013 Principal Autonomy



Source: SPPS 2012–2013 Adopted Budget

School Empowerment Benchmarks

School budgets based on students not staffing	Yes
Charge schools actual versus average salaries	No
School choice and open enrollment policies	Yes
Principal autonomy over budgets	Yes
Principal autonomy over hiring	Yes
Principal training and school capacity building	Yes
Published transparent school-level budgets	Yes
Published transparent school-level outcomes	Yes
Explicit accountability goals	Yes
Collective bargaining relief, flat contracts, etc.	No

SPPS Met 8 out of 10 School Empowerment Benchmarks

1. Overview of Saint Paul's Weighted Student Formula Program

In 2013 Saint Paul Public Schools (SPPS) enrolled 39,233 students. The student demographics are 29 percent African-American, 31 percent Asian, 24 percent White, 14 percent Hispanic, and 2 percent American Indian. In SPPS, 73 percent of students qualify for the free or reduced lunch program, and 35 percent are English language learners.

Saint Paul public schools are in a period of declining enrollment. There are more than 6,000 fewer children living in Saint Paul since 1999 and charter schools are now competing for public school enrollment. In 2002, Saint Paul Public Schools began a discussion around site-based budgeting because schools were looking for more autonomy and the district felt that better budget decisions could be made closer to the children. It also became obvious that some schools were funded at different levels than others for reasons that could not be easily explained. The goal of the site-based budgeting initiative was to more equitably allocate resources to schools as a part of the new school funding formula.¹ However, in Saint Paul's new 2011–2014 strategic plan, "Strong Schools, Strong Communities," the district has retreated from site-based management.² In the plan the district moves away from site-based management to "shared leadership and accountability" and has a new, more uniform staffing formula where the district "centrally allocates instructional funds to better serve all students."³

The district still funds schools using a site-based budgeting model. Funds are allocated to schools using the legally mandated state formulas and each school's student demographics. Principals work with their site councils to determine how best to use these funds. School-level budgets are still tied to each school site's School Comprehensive Improvement Plan (SCIP). However, the district plays a more active role in the 2013 budget process, which moves the district toward more centralized decision-making and away from autonomy:

- Continuation of a refined, blended, site-based and centralized funding method will be used for schools in FY13.
- Class size range will determine teacher FTEs.
- Office staffing (principal, AP, clerk) and other staffing will be determined by enrollment and type of school.
- Intervention staff will be determined by enrollment and differentiation.

2. How Does Saint Paul’s Student Based Budgeting Process Work?

In Saint Paul Public Schools the pupil funding formula provides revenue to schools in the form of a lump-sum allocation. This formula provides schools with a common base allocation for elementary, junior high/middle, and senior high schools and more directly allocates categorical funds to school sites.

For fiscal year 2013, the schools receive \$249,978,653 in total allocation. In addition to the general revenue schools receive, four other funding streams contribute to their lump-sum allocation. Figure 1 shows Saint Paul Public School’s 2013 total school allocation by major funding source.

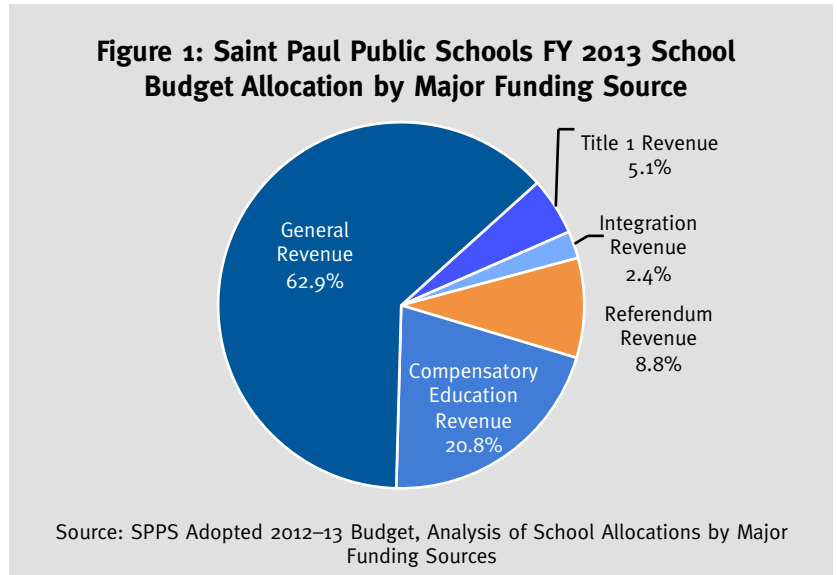


Table 1: Saint Paul Public Schools Site-Based Budgeting

	Elementary	K–8 th	Secondary
Base Allocation (Average)	\$6,167	\$5,763	\$5,529
Free/Reduced Lunch	<i>State compensatory education revenue</i> allocation based on the number of students that qualify for the free or reduced lunch program.		
Special Education	<i>Integration funds</i> provided by the state to create an inclusive environment for special education.		
Referendum Revenue	<i>Referendum revenue</i> is derived from a local 2006 tax-supported referendum, distributed on a per-pupil basis.		
Federal Funding	<i>Title I federal revenue</i> distributed to schools based on the number of students that qualify for the free or reduced lunch program.		

In 2013, Saint Paul is still publishing transparent school-level budgets in the final adopted budget.⁴ Also, schools still receive a site-based per-student budget allocation based on funding streams listed above in Table 1 (on average for 2013: \$6,167 for elementary, \$5,529 for secondary, and \$5,763 for K-8 schools). However, the central office is taking a much stronger role in the staffing requirements and is reducing school-level autonomy by mandating staffing based on class-size ranges for each grade level.

3. How Much Autonomy Do Saint Paul Public Schools Enjoy?

There are two ways to view school-level autonomy. First, autonomy at the school site can be evaluated by budget discretion—what proportion of funds is sent to the schools versus retained at the district level? Second, one can evaluate by planning discretion—how much control over staffing and programmatic offerings do principals have?

The letter grade given to school districts in the *Weighted Student Formula Yearbook* indicating the level of autonomy over school budgets is based on the percentage of yearly operating funds that are allocated to the school level. The higher the percentage of operating funds allocated to the school level, the greater budget autonomy the principal enjoys.⁵

Saint Paul's public schools received 48.3 percent of funds through student-based budgeting allocations in fiscal 2013. This is a sizable percentage of budget autonomy relative to other school districts highlighted in the *Weighted Student Formula Yearbook*, giving SPPS a "B" in principal autonomy.

In regards to planning autonomy, principals in Saint Paul Public Schools have discretion over hiring through a voluntary transfer process where teachers can apply to open positions every year and the school principal and the school site councils conduct interviews and make the final decision about which teacher is hired at the school level.

4. How Does SPPS Support Principals?

Leaders from Saint Paul Public Schools, Minneapolis Public Schools, Minnesota Department of Education, and the University of Minnesota have developed a coordinated inter-district partnership for professional development for principals called the Minnesota Principals Academy.⁶

The goals of the Academy are to increase current principals' capacity to provide instructional leadership that results in improved student achievement and teacher instruction in high-need schools and to improve retention of effective and experienced principals in high-need schools.

5. The Site-Based Management of Saint Paul Public Schools

Principals, with support and input from site councils, make budget decisions at each school.⁷ Parents, staff, community members and students can participate in the school's budget development process by joining its site council. The site council includes the principal and is made up of no more than 50 percent district staff. The areas a site council can influence include school improvement plans, school reform models, staffing, mission, budget and instructional strategies.

6. The School Choice Component of Saint Paul's Weighted Student Formula Program

Saint Paul Public Schools has a straightforward choice-based enrollment process. For elementary schools, parents go through an application process where the parents list their top three school choices for Kindergarten. There is some preference given to students who live within an attendance area of each school. Saint Paul Public Schools also includes several citywide magnet and open-enrollment schools. Saint Paul has open enrollment for middle and high schools where students list two choices on an application. Since the new strategic plan in 2011, Saint Paul has designated choice schools in certain geographic zones to better manage transportation and ensure that students have more neighborhood access to choice schools. They have also given higher need students some priority in higher-achieving schools.

7. Initiatives to Increase School-Level Accountability in Saint Paul

Saint Paul Public Schools has a transparent data center at the district website called the Saint Paul Public Schools Data Center. The Data Center is the primary location in SPPS for student data including reports on state/district-mandated assessments, data on other performance indicators and demographics at the school and district levels.⁸ In addition, Saint Paul Public Schools engages in a process of continuous improvement. At the school level, a major tool in the improvement process is the School Comprehensive Improvement Plan (SCIP). The SCIP is a strategic document that district schools utilize to identify annual improvement priorities at each school.

Saint Paul is using a new accountability framework known as “VisionCards,” which provide a summary of district-wide indicators of progress on the *Strong Schools, Strong Communities* (SSSC) strategic plan. They are a key part of an accountability system that keeps the district consistently focused on student results and the actions needed to improve achievement and equity.⁹

8. Performance Outcomes in Saint Paul Public Schools

While compiling this *Weighted Student Formula Yearbook*, Reason Foundation conducted an analysis to determine how the school districts that have adopted a Weighted Student Formula are performing relative to other districts in their state, and relative to each other.

Reason's analysis grades 10 performance metrics. Scores are determined by comparing the school district in question—in this case Saint Paul—with other school districts in the same state (Minnesota, in this

instance), and sorting them into a decile ranking. Based on the school district's decile rank within its own state, the analysis then compares it with the other districts studied in this *Weighted Student Formula Yearbook*. Finally, this analysis assigns the studied school districts a grade based on how they measure up against one another. This analysis also grades and ranks studied school districts on two other measures: the number of school empowerment benchmarks the district has reached, and the degree of autonomy principals have over school budgets. In determining the grades on these two measures, districts are compared only with the other districts covered in this *Yearbook*. A detailed explanation of the methodology used to determine performance metrics and grading can be found in the methodology section of the *Weighted Student Formula Yearbook*.

Student proficiency rates, as determined by standardized state tests, and student enrollment data were used to calculate the following:

- 2011 proficiency rates;
- Improvement (average change) in proficiency rates from 2008 to 2011;
- Expected versus actual proficiency rates;
- Improvement in expected proficiency from 2008 to 2011;
- Achievement gap, and
- Each of three achievement gap closure metrics.

Saint Paul Public Schools' proficiency rate data were obtained from the Broad Prize for Urban Education 2012 District Data Reports.¹⁰ High school student proficiency rates in reading, mathematics and science derive from Minnesota Comprehensive Assessments: Series II (MCA-II) test results. Elementary and middle school students' proficiency rates in reading and science also derive from MCA-II test results, but SPPS elementary and middle school students' mathematics proficiency derive from Minnesota Comprehensive Assessment: Series III (MCA-III) test results.

This analysis discusses student achievement including 2012 proficiency rates, but 2012 data were not included because in many school districts the data were not yet available at the time of analysis. Therefore, 2012 student achievement is mentioned, but not compared relative to other school districts in Minnesota and in the *Weighted Student Formula Yearbook*.

Graduation rates were collected from Data.gov based on adjusted cohort graduation rates at the school level for school year 2010–11 (most recent data available).¹¹ Four-year adjusted cohort graduation rates are calculated by state education agencies in accordance with U.S. Department of Education regulations on ESEA, Title I, published in 2008. Adjusted cohort graduation rates are reported for each school as a whole and for key sub-groups of students.

To find district graduation rates from the available school-level graduation rates, this analysis averaged graduation rates across schools, weighted by the total number of students in each graduation cohort at each school. It then calculated average district graduation rates overall and for three sub-groups (African-American, Hispanic, and low-income students).

The grade given for school empowerment benchmarks is based on 10 benchmarks determined to be best practices within existing weighted student formula programs, and recommendations of other studies on student-based budgeting.

The following sections expand upon each graded category by highlighting areas in which SPPS performed exceptionally well relative to other districts in Minnesota, and to other districts in the *Weighted Student Formula Yearbook*. This analysis also discusses areas in which SPPS has fallen behind or could use improvement.

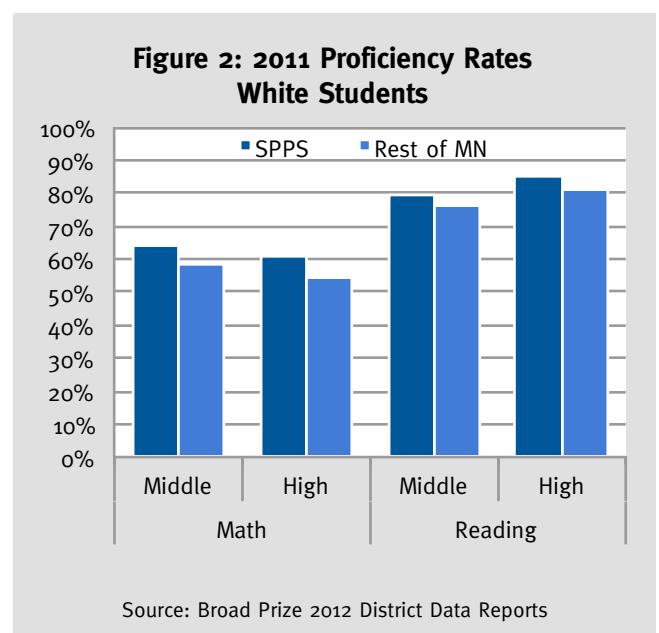
Student Achievement

Category	Grade
2011 Proficiency Rates	B
Proficiency Rate Improvement	C-
Expected Proficiency vs. Actual	B-
Expected Proficiency Improvement	B-
Graduation Rates	A

Saint Paul Public Schools has below-average proficiency rates overall relative to the rest of the state, with individual student groups outperforming aggregate proficiency rates. White and non-low-income students at each grade level are among the top 30 percent and 40

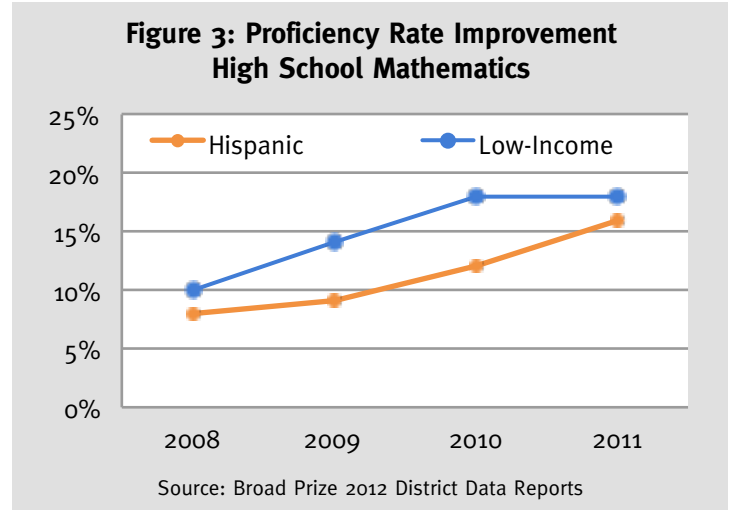
percent of all Minnesota school districts for 2011 science proficiency. Further, among elementary and high school White and non-low-income students, SPPS is among the top 40 percent of fastest improving Minnesota districts for increasing proficiency in science. White middle and high school students are also among the top 30 percent of Minnesota school districts for reading and mathematics proficiency, shown in Figure 2.

Among disadvantaged student groups, the district's Hispanic students are outperforming African-American and low-income students relative to other Minnesota school districts. SPPS Hispanic elementary school students are among the top 40 percent of Minnesota school districts for 2011 proficiency rates in science. Saint Paul had the highest ranking in this category compared with all other *Yearbook* school



districts. The district's Hispanic students are also among the top 50 percent of Minnesota districts for middle school reading proficiency rates, and top 40 percent of districts for high school reading proficiency rate improvement.

Overall, SPPS is among the top 50 percent of Minnesota school districts for fastest increasing proficiency in mathematics among high school students. Disaggregated by student group, in addition to advantaged student groups (White and non-low-income students), Hispanic and low-income high school students are among the top 40 percent of all Minnesota school districts for fastest increasing proficiency rates in mathematics, shown in Figure 3.



Predicted or expected proficiency rates are calculated relative to all other school districts in Minnesota, controlling for the percentage of low-income students at each grade level. Generally, a large low-income student body is an indicator of low performance. By controlling for, or taking into account, the percentage of low-income students in each grade level across school districts this analysis can determine how well a given school district should be performing relative to others in their state.

If the predicted proficiency rate is higher than the actual proficiency rate, then a school district is under-performing. In other words, the school district is not reaching its potential achievement level. If a school district's actual proficiency is above its predicted proficiency, the district is over-performing what is expected given the low-income student population.

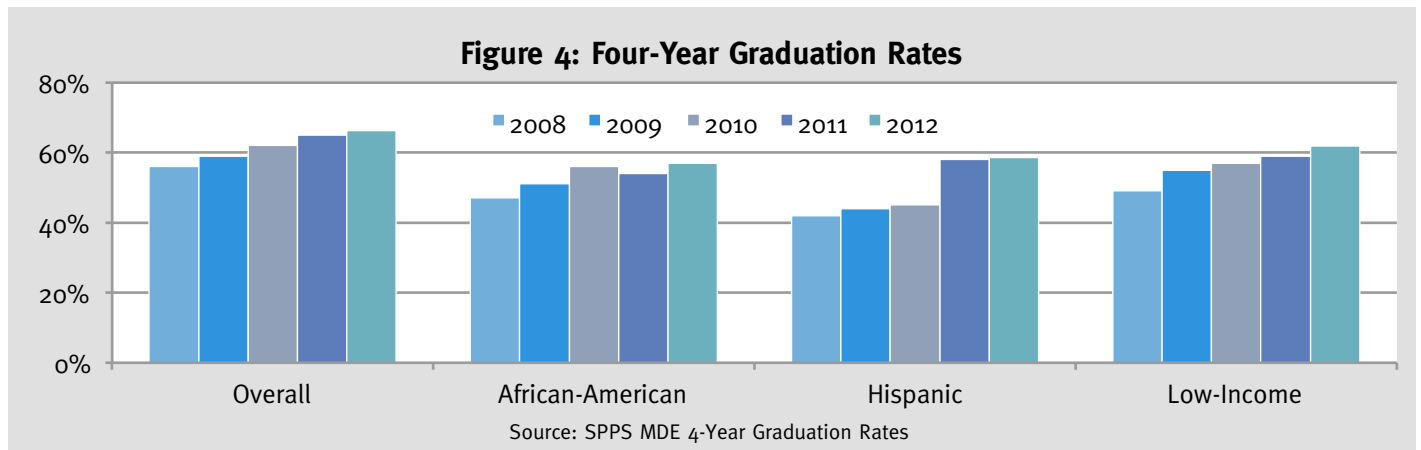
SPPS is among the top 30 percent of Minnesota school districts for expected proficiency in both middle and high school mathematics. The district is also among the top 40 percent of Minnesota school districts for expected proficiency in elementary, middle and high school science. This means that SPPS is performing above expected in these categories, given the percentage of low-income students in the district, compared to most other districts in the state.

Saint Paul is improving expected proficiency rates at an average pace relative to other Minnesota school districts. This shows that SPPS is reaching achievement levels similar to those predicted, and actual proficiency is moderately increasing to meet or exceed those predicted.

Similarly to proficiency rate achievement, SPPS has low aggregate 2011 graduation rates compared to districts in the rest of the state. However, disaggregated by student group, the district's

disadvantaged students had above-average graduation rates in 2011. Specifically, SPPS Hispanic graduation rates were among the top 20 percent of Minnesota school districts, African-American graduation rates were among the top 40 percent of Minnesota school districts, and low-income graduation rates were among the top 50 percent of the state’s school districts.

It is easy to see why Saint Paul Public Schools ranked highly relative to other Minnesota school districts. Since 2008, aggregate graduation rates have increased by 10 percentage points. Among African-American, Hispanic and low-income students graduation rates show even more significant improvement. Particularly, Hispanic and low-income students increased their graduation rate by 16.5 percentage points and 12.9 percentage points from 2008 to 2012. Figure 4 shows SPPS four-year cohort graduation rates from 2008 to 2012 overall and by student group.



Achievement Gaps

The following three achievement gaps are measured across all grade levels (elementary, middle, and high school) and school subjects (reading, mathematics and science):

- African-American versus White student proficiency;
- Hispanic versus White student proficiency, and
- Low-income versus non-low-income student proficiency.

Category	Grade
2011 Achievement Gaps	D
Improvement in Achievement Gaps	C-
Achievement Gap Closures:	
<i>Internal District</i>	C-
<i>Internal District vs. Internal State</i>	D
<i>External Achievement Gaps</i>	D

Internal district achievement gaps (IDG) are measured as proficiency gaps between disadvantaged and non-disadvantaged student groups within a given district. Because internal district achievement gaps are measured for each district in the state, this analysis can rank relative size of achievement gaps across districts in the state, and assess how quickly those achievement gaps are closing from 2008 to 2011.

An achievement gap is considered to be closing if the disadvantaged student group proficiency rate is increasing faster than the advantaged student group proficiency rate.

Saint Paul Public Schools has large achievement gaps relative to other Minnesota school districts. In particular, the district's 2011 achievement gaps between low-income and non-low-income students were among the bottom 10 percent of Minnesota school districts for largest achievement gaps. What's worse is that these achievement gaps are not closing. Despite gains made by low-income students, non-low-income students are more quickly reaching higher achievement.

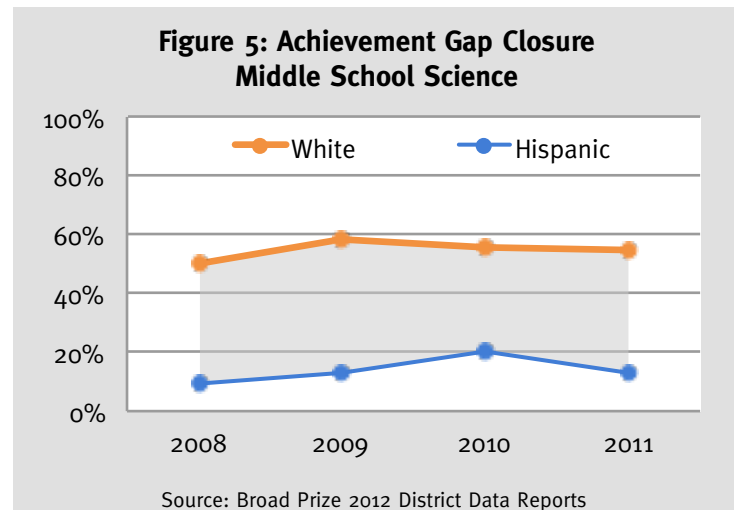
The 2011 achievement gaps between White and African-American students also fell among the bottom 10 to 20 percent of Minnesota school districts, with only the achievement gap between high school students reading proficiency closing. But even this achievement gap is closing at a slower pace relative to other school districts in the state.

SPPS Hispanic students had wide achievement gaps in 2011 relative to the rest of the state's school districts, but were the smallest of the district's achievement gaps and had the most achievement gap closures. The achievement gap between White and Hispanic middle school students in science proficiency was among the bottom 10 percent of Minnesota school districts in 2011. However, this achievement gap was among the top 40 percent of the state's school

districts for fastest closing achievement gap, shown in Figure 5. This means that the district's Hispanic middle school students are quickly catching up to White students in science proficiency. The chart above shows that Hispanic students proficiency in science fell from 2010 to 2011, but because gap closure is measured as average change year-to-year rather than each year, the improvement made from 2008 to 2010 makes up for the recent drop in 2011.

In addition to internal district achievement gaps (IDG) discussed above, this analysis also measures internal district versus internal state (ID vs. IS) achievement gaps and external district achievement gaps (EDG).

Internal district achievement gaps (IDG) are measured between student groups within the district. Internal district versus internal state (ID vs. IS) achievement gaps are measured as the district's achievement gap versus the average achievement gap of every other district in Minnesota (excluding SPPS). If a given



Saint Paul Public Schools achievement gap is closing faster than that of the rest of the state, the ID vs. IS gap is considered to be closing. Finally, external achievement gaps (EDG) are measured by the difference between the district's disadvantaged student group proficiency rate and the advantaged student group average proficiency rate of all other districts in the state. External achievement gaps are considered to be closing if the district disadvantaged group proficiency rate is increasing faster than the state advantaged group. Table 2 below shows which achievement gaps Saint Paul Public Schools is closing, and which achievement gaps are not closing, given the available data.

Table 2: All Achievement Gap Closures

Achievement Gap	School Level	Subject	IDG	ID vs. IS	EDG
African-American vs. White	Elementary	Math	X	X	X
Hispanic vs. White	Elementary	Math	√	X	X
Low-income vs. Non-low-income	Elementary	Math	X	X	X
African-American vs. White	Elementary	Reading	X	X	X
Hispanic vs. White	Elementary	Reading	X	X	X
Low-income vs. Non-low-income	Elementary	Reading	X	X	X
African-American vs. White	Elementary	Science	X	X	X
Hispanic vs. White	Elementary	Science	X	X	X
Low-income vs. Non-low-income	Elementary	Science	X	X	X
African-American vs. White	Middle School	Math	X	X	√
Hispanic vs. White	Middle School	Math	√	X	√
Low-income vs. Non-low-income	Middle School	Math	X	X	√
African-American vs. White	Middle School	Reading	X	X	√
Hispanic vs. White	Middle School	Reading	X	X	X
Low-income vs. Non-low-income	Middle School	Reading	X	X	X
African-American vs. White	Middle School	Science	X	X	X
Hispanic vs. White	Middle School	Science	√	√	X
Low-income vs. Non-low-income	Middle School	Science	X	X	X
African-American vs. White	High School	Math	X	X	X
Hispanic vs. White	High School	Math	X	†	√
Low-income vs. Non-low-income	High School	Math	X	X	√
African-American vs. White	High School	Reading	√	X	√
Hispanic vs. White	High School	Reading	√	†	√
Low-income vs. Non-low-income	High School	Reading	X	X	X
African-American vs. White	High School	Science	X	X	X
Hispanic vs. White	High School	Science	X	†	X
Low-income vs. Non-low-income	High School	Science	X	X	X
Total Gaps Closing out of Total Available:			5/27	1/24	8/27

† Data were suppressed due to unreliability or group represented less than 5 percent of test-takers at that grade level.

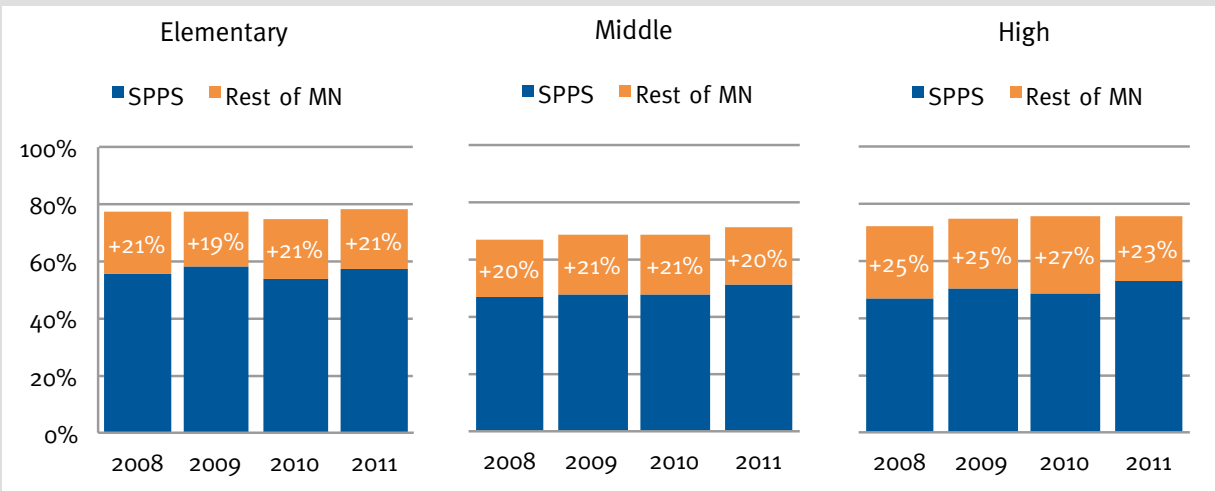
Table 2 above shows that SPPS is struggling to close many achievement gaps. Particularly, achievement gaps between low-income and non-low-income students remain wide.

The district failed to close all but one internal district versus internal state achievement gap: White versus Hispanic middle school science proficiency. This means that SPPS is not closing achievement gaps nearly as quickly as other Minnesota school districts, on average. SPPS is closing the most external district gaps, meaning that in categories that are closing, SPPS disadvantaged students are increasing their proficiency rates at a faster pace on average than the average state advantaged student group.

Areas for Improvement

Saint Paul Public Schools has low aggregate proficiency rates relative to other Minnesota school districts. Proficiency rates disaggregated by student group are better performing relative to other districts among White, Hispanic, non-low-income and low-income students, but not African-American students. The district’s African-American students had low 2011 proficiency rates relative to other Minnesota school districts and also are improving at a slower pace than most districts.

Figure 6: Overall Reading Proficiency Rates: Saint Paul Public Schools vs. Rest of State Average

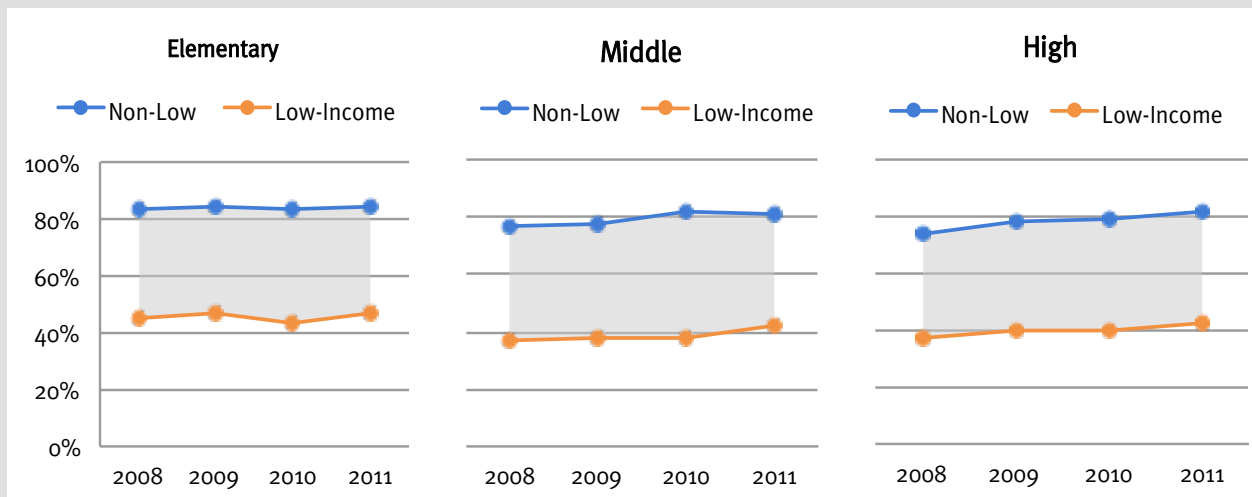


Source: Broad Prize 2012 District Data Reports

Shown in Figure 6, above, almost every year 20 percent fewer SPPS students are proficient in reading at each grade level than in the rest of the state, with little to no gains in proficiency.

SPPS has some of the largest relative achievement gaps between low-income and non-low-income students of all Minnesota school districts and is failing to close these achievement gaps, shown in Figure 7.

Figure 7: Achievement Gaps: Low-Income vs. Non-Low-Income Reading Proficiency



Source: Broad Prize 2012 District Data Reports

Achievement gaps between White and African-American students are also large and not closing quickly, if at all. This is not surprising due to the slow progress that African-American students are gaining in reaching higher levels of proficiency.

School Empowerment Benchmarks

Category	Grade
School Empowerment Benchmarks	B
School budgets based on students not staffing	Yes
Charge schools actual versus average salaries	No
School choice and open enrollment policies	Yes
Principal autonomy over budgets	Yes
Principal autonomy over hiring	Yes
Principal training and school capacity building	Yes
Published transparent school-level budgets	Yes
Published transparent school-level outcomes	Yes
Explicit accountability goals	Yes
Collective bargaining relief, flat contracts, etc.	No

Saint Paul Public Schools reached eight of the 10 school empowerment benchmarks. The two benchmarks that the district has not adopted are:

- Charging school actual versus average salaries, and
- Having flat contracts and collective bargaining relief.

If SPPS implemented these policies schools would be even more equitably funded and school principals would have a greater amount of autonomy over their schools so they could best serve their most vulnerable population—their students.

9. Lessons Learned in Saint Paul

Saint Paul demonstrates that a school district can allocate resources on a per-pupil basis in the same way it receives the money from the state. The district also demonstrates that per-pupil funding for categorical programs can be allocated to schools on a per-pupil basis in the same way the money is given to districts from the state. Districts do not have to run district-wide programs for all categorical programs required by each state or the federal government. Many categorical programs can have the funding devolved to the school level on a per-pupil basis. The challenge for Saint Paul is to move more categorical programs, such as English Language Learners and Gifted and Talented, into the lump-sum budget.

Resources

- 2012 Annual Report, Saint Paul Public Schools,
http://www.spps.org/uploads/mde_annual_report_2012_oct_2012.pdf.
- “Per Pupil Funding in a Site Based Environment,” St. Paul Public Schools, April 2005.
http://www.businessoffice.spps.org/sites/6ddf745b-fdfd-452f-8c77-a44af8055848/uploads/PerPupil_Funding.pdf.
- Saint Paul school-level budgets are here: http://businessoffice.spps.org/uploads/2012-13_adopted_budget_summary_062212_web_file_062112.pdf.
- *Strong Schools, Strong Communities, Saint Paul Public Schools Strategic plan 2011–2014.*
http://www.spps.org/uploads/strategic_plan.pdf.

Contact Information

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Endnotes

- ¹ “Per Pupil Funding in a Site Based Environment,” St. Paul Public Schools, April 2005, http://www.businessoffice.spps.org/sites/6ddf745b-fdfd-452f-8c77-a44af8055848/uploads/PerPupil_Funding.pdf.
- ² *Strong Schools, Strong Communities*, Saint Paul Public Schools Strategic plan 2011–2014. http://www.spps.org/uploads/strategic_plan.pdf.
- ³ Ibid.
- ⁴ Saint Paul Public Schools, Adopted Budget 2012–2013, http://businessoffice.spps.org/uploads/2012-13_adopted_budget_summary_062212_web_file_062112.pdf.
- ⁵ The methodology used for determining principal autonomy is explained in detail in the methodology chapter of the *Weighted Student Formula Yearbook*.
- ⁶ For more information see http://leadership.spps.org/MN_Principals_Academy.html
- ⁷ *What Can Site Councils Do in the Saint Paul Public Schools?*, Saint Paul Public Schools, August 2006, http://leadership.spps.org/sites/ce2bfd41-1d6f-48fd-819e-2496a64b4920/uploads/What_Can_SC_Do_-_Grid.pdf.
- ⁸ Saint Paul Public Schools Data Center, <http://datacenter.spps.org/>.
- ⁹ Monitoring and Reporting System: VisionCards: <http://accountability.spps.org/visioncards>.
- ¹⁰ MPR Associates, Inc., *2012 Broad Prize District Data Reports*, (Los Angeles: The Eli and Edythe Broad Foundation, 2012), http://www.broadprize.org/resources/75_districts.html#using, June 2013.
- ¹¹ U.S. Department of Education, ED Facts, *Adjusted Cohort Graduation Rates at the School Level: School Year 2010–11*, <https://explore.data.gov/Education/School-graduation-rates/5vtz-kvrk>, April 17, 2013.