

Community School Boundary Study: Board Retreat



MPS
MINNEAPOLIS
PUBLIC SCHOOLS

Saturday,
November 23,
2019



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Introduction & Context

Study Design & Parameters

Integration & Choice Data

Transportation Data

Achievement Data

Findings:

- Building capacity & enrollment
- Academic Achievement
- Integration
- Transportation

Next Steps:

- Phase 2 discussion of magnet placement, walk zones, bell times and school viability
- Upcoming Meeting dates



May I stress the need for courageous, intelligent, and dedicated leadership... Leaders of sound integrity. Leaders not in love with publicity, but in love with justice. Leaders not in love with money, but in love with humanity. Leaders who can subject their particular egos to the greatness of the cause.

— *Martin Luther King* —

AZ QUOTES

Study Design & Parameters

Current Challenges



- Achievement predictable by income/race
- Open enrollment exaggerates concentrations of poverty
- School climate perceived negatively
- Magnets not increasing achievement
- Belief gap between parents and MPS staff
- Limited candidates of color available
- Inequitable distribution of effective instruction

SO, THEREFORE, BE IT RESOLVED that the Board of Directors of Special School District No. 1, hereby directs and empowers the Superintendent to bring forth a set of recommendations, collectively known as the Comprehensive District Design, for Board action that incorporates the following:

- Is accessible to all parts of the city
- Is achievable and sustainable
- Recognizes that racially and economically integrated schools benefit our students and are an asset to our community. Plans should:
 - Remove elements within our control that further segregation, including placement policies and school pathways
 - Reduce the number of racially isolated schools
 - Strategically place, draw boundary areas for, and enroll magnet schools that create integrated school environments without increasing segregation at other schools--any such magnets should be supported and funded accordingly
 - Not exclusively use the transportation of one group of students to achieve integration



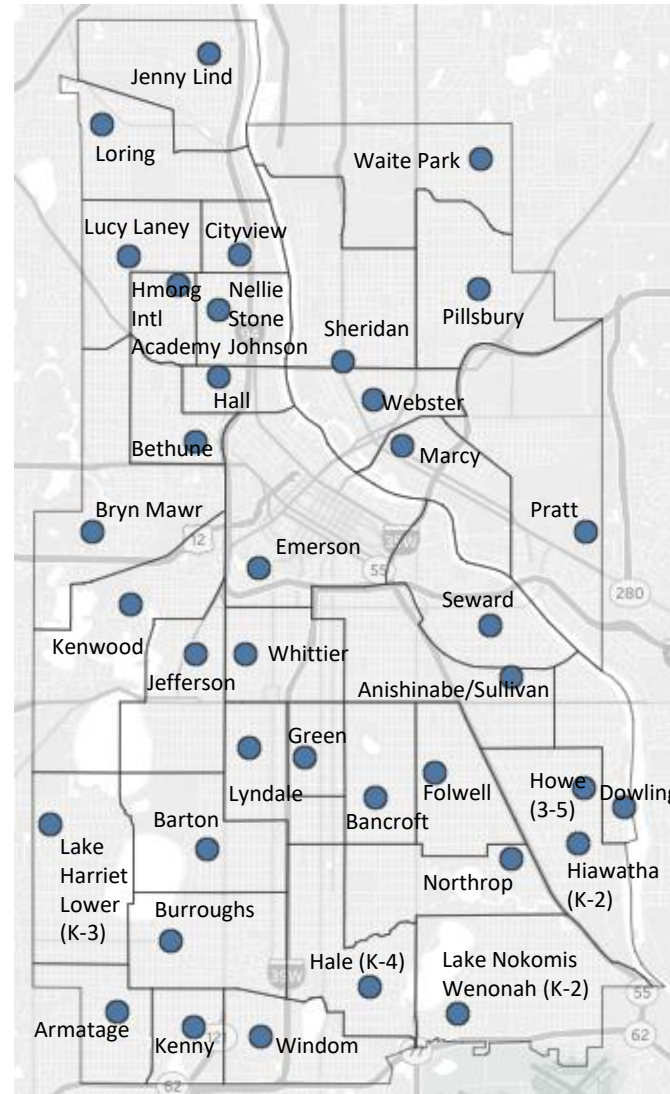
- Does a Community School model have a positive impact on racial and socio-economic desegregation?
 - If so, how may this impact achievement?
- How can shifting attendance areas impact EDIA recommendations regarding placement protocols?
- Can a Community School model support reducing transportation costs and route complexity, address community need for safety and improved achievement, and support greater access to high quality programming?

Community School Boundary Study Project Goals

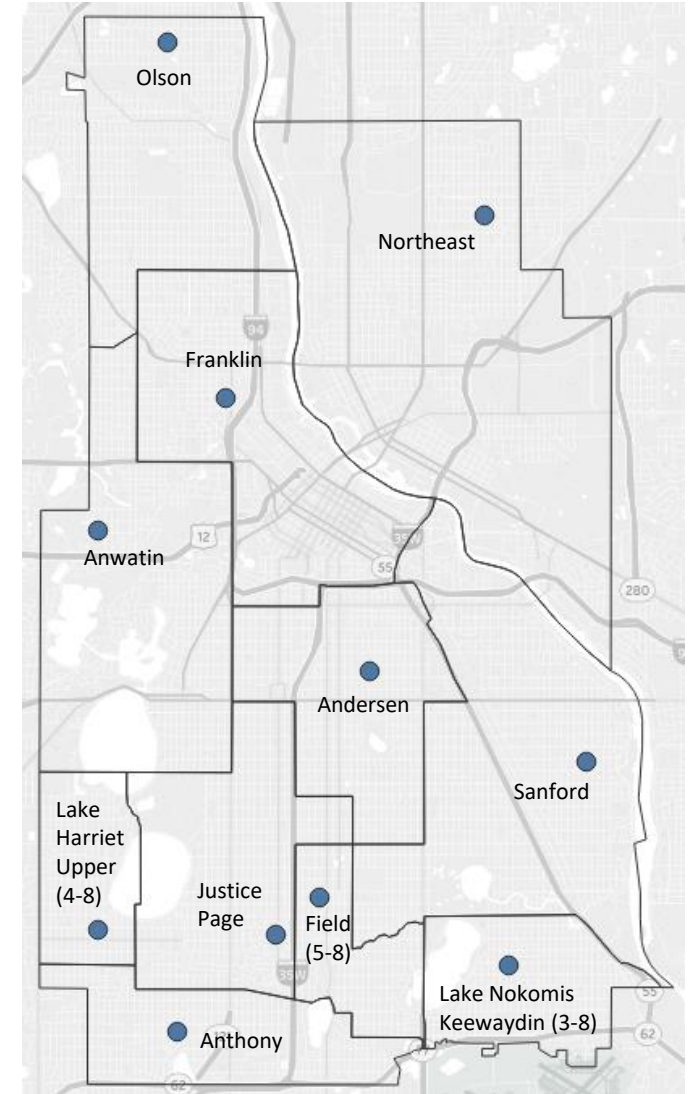


- Reduce concentration of poverty at any school to below 80% to support academic achievement and equity
- Reduce racial isolation for students of color to below 86% to support integrated learning opportunities for our students
- Realize potential transportation savings that could be reinvested in other areas such as reduced walk zones, before and after school academic programming and magnet schools

- School boundaries modeled to optimize racial and socio-economic integration and increase transportation efficiency
- Schools modeled as either elementary schools (K-5) or middle schools (6-8)
- Assumption is that all students would attend their community school, as defined by the boundaries



Elementary Schools and Boundaries

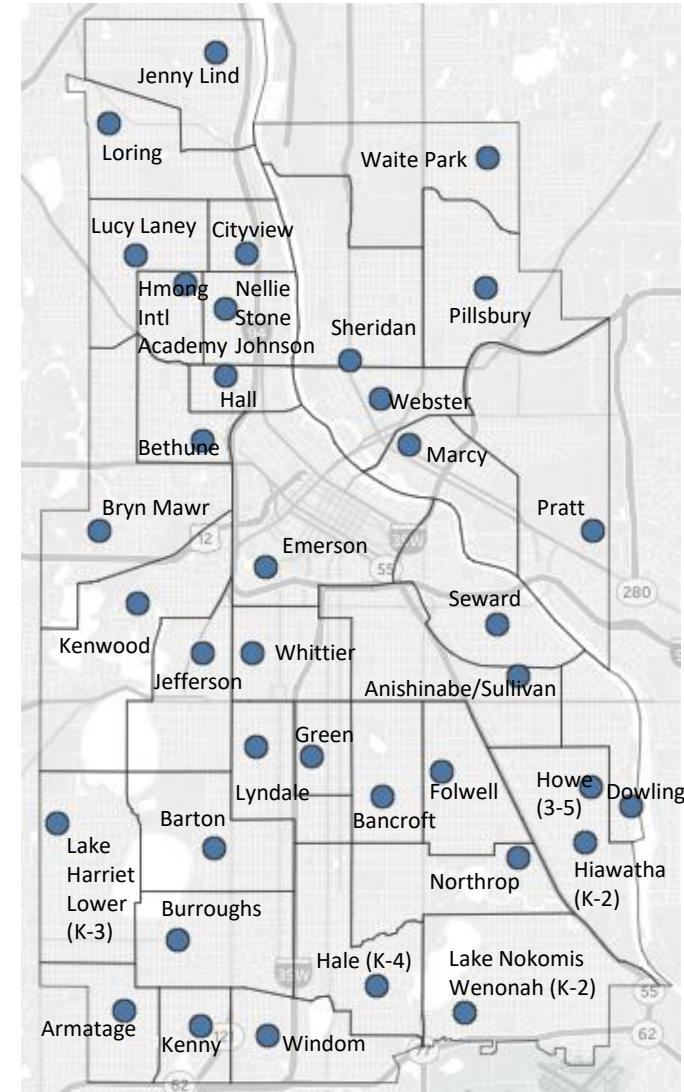


Middle Schools and Boundaries

Phase 2 Work of the Boundary Study



- Further explore changing boundaries relative to cost, school enrollment/balance and projections
- Propose magnet school locations based on efficiencies, access and demand
- Decide on viability of strategic placement of “specialty schools” as a retention strategy
- Decide on viability of school closures due to declining enrollment and building size
- Explore partnership with city government to offer affordable housing in mostly white segregated neighborhoods/community schools
- Identify where to invest any transportation savings
- Engagement with multiple stakeholders

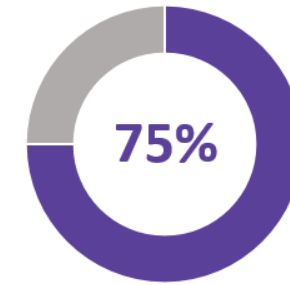


Summary of K-8 Students in MPS



- Total School Capacity in MPS: 30,719
- Total K-8 Students Enrolled in MPS: 24,079
 - Students living in Minneapolis: 23,010
 - Students living outside Minneapolis: 1,069
- Demographics of K-8 Students
 - Students of Color: 14,914
 - Students eligible for Free or Reduced Price Lunch: 12,057
- Distance traveled to School
 - Average: 1.7 miles
 - Median: 1.2 miles

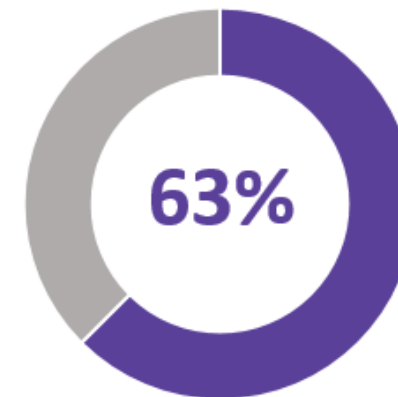
Total School Capacity Utilized
by Students Living in
Minneapolis



Demographics of Students Who Would Change Schools:

Student Group	Number Changing Schools	Total Students Changing Schools	Percent Changing Schools
Eligible for Free or Reduced Price Lunch	8,565	14,153	61%
English Language Learners	3,205	14,153	23%
Homeless or Highly Mobile	656	14,153	5%
Receiving Special Education Services	2,115	14,153	15%
Students of Color	9,910	14,153	70%
White Students	4,243	14,153	30%

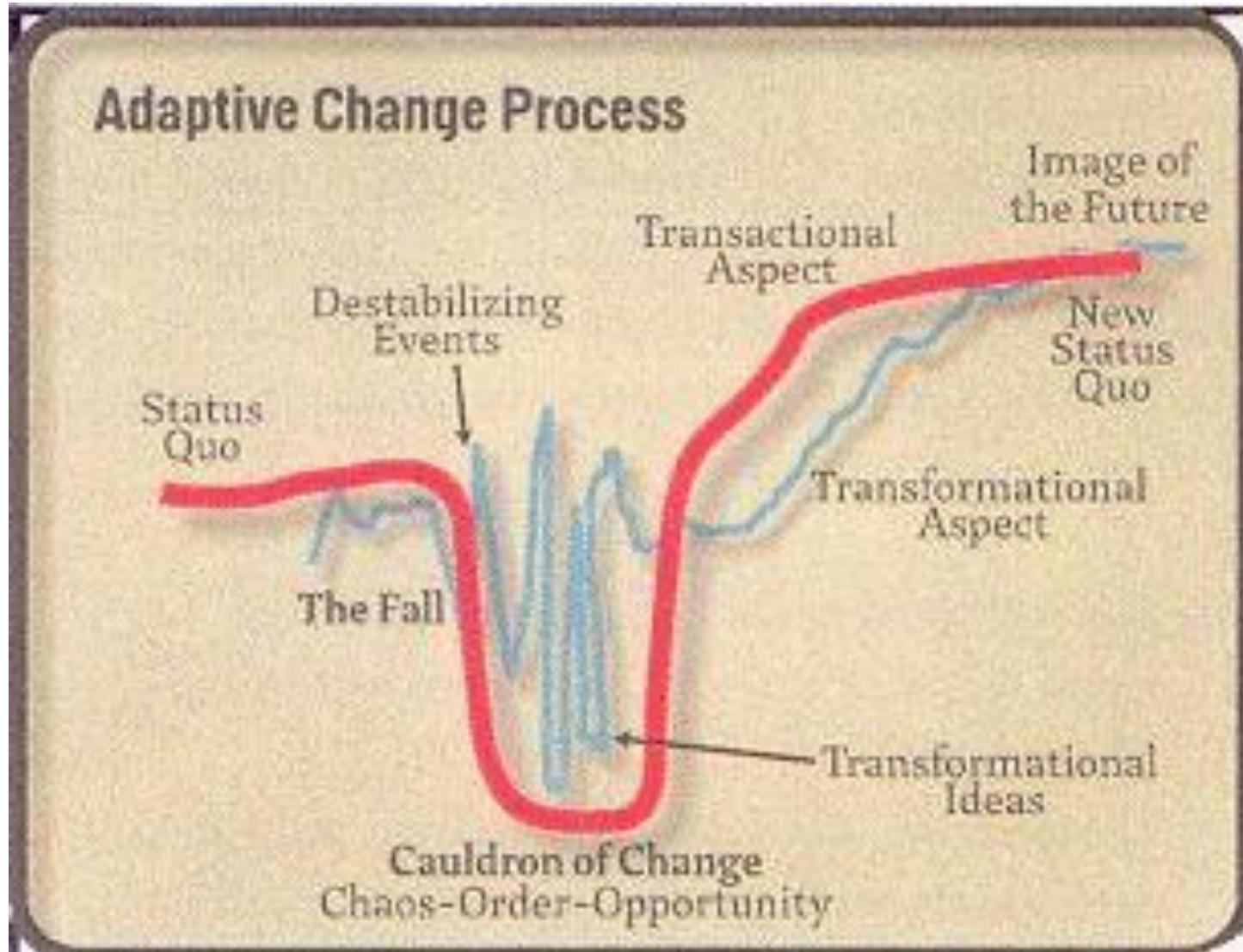
Percent of Current K-8 MPS Students who would change schools based on this model:



Do you think the study design and parameters are consistent with the values you previously identified for this work?

As you think about the purpose of this study, what do you think will excite or raise concerns for your constituents?

Process of Change: Adaptive Change Model



Carol Mase, Shift Magazine, Spring 2009. Adapted from Heifentz and Laurie (1998)

Integration and Choice

Current State of Integration and Choice in MPS

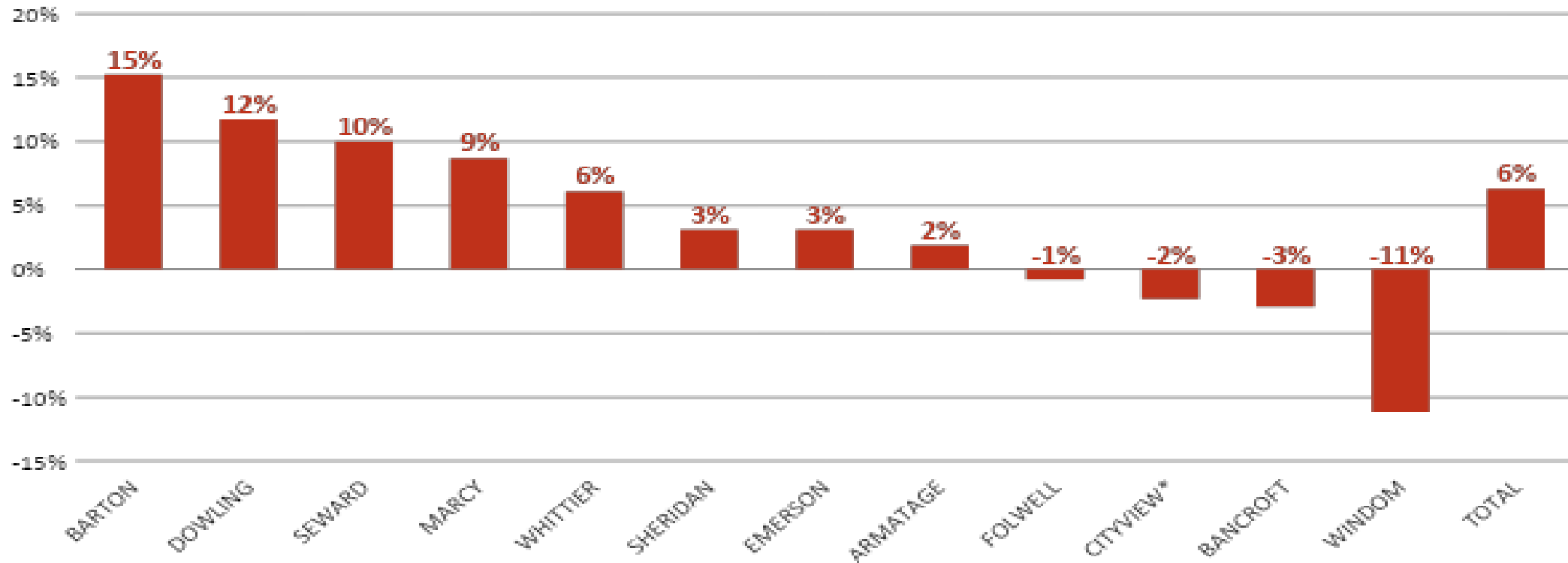


- Housing segregation and choice has contributed to deep concentrations of poverty and pockets of underachievement
- Choice has unintentionally contributed to racial, economic, and parent flight that exacerbates concentrations of poverty
- MPS loses 5,000 students per year to open enrollment in other districts
- MPS loses an additional 5,000 students per year to charter schools
- Lowest enrollment is in the northern areas of the district
- MPS has lowest market share in North and Northeast (less than 40%-60% of students living in these areas attend MPS schools)
- Market share is highest in South Minneapolis, which has higher proportions of white and wealthier students (more than 75%)

Lack of Effectiveness of Magnet Schools



Nearly one third of MPS magnet schools lost students of color from 2013 to 2017, while gains at others were inconsistent or minimal.



MPS Magnet Schools - Change in Students of Color Percent from SY 2013 to SY 2017

Lack of Significant Demographic Changes for Racially Identifiable Schools

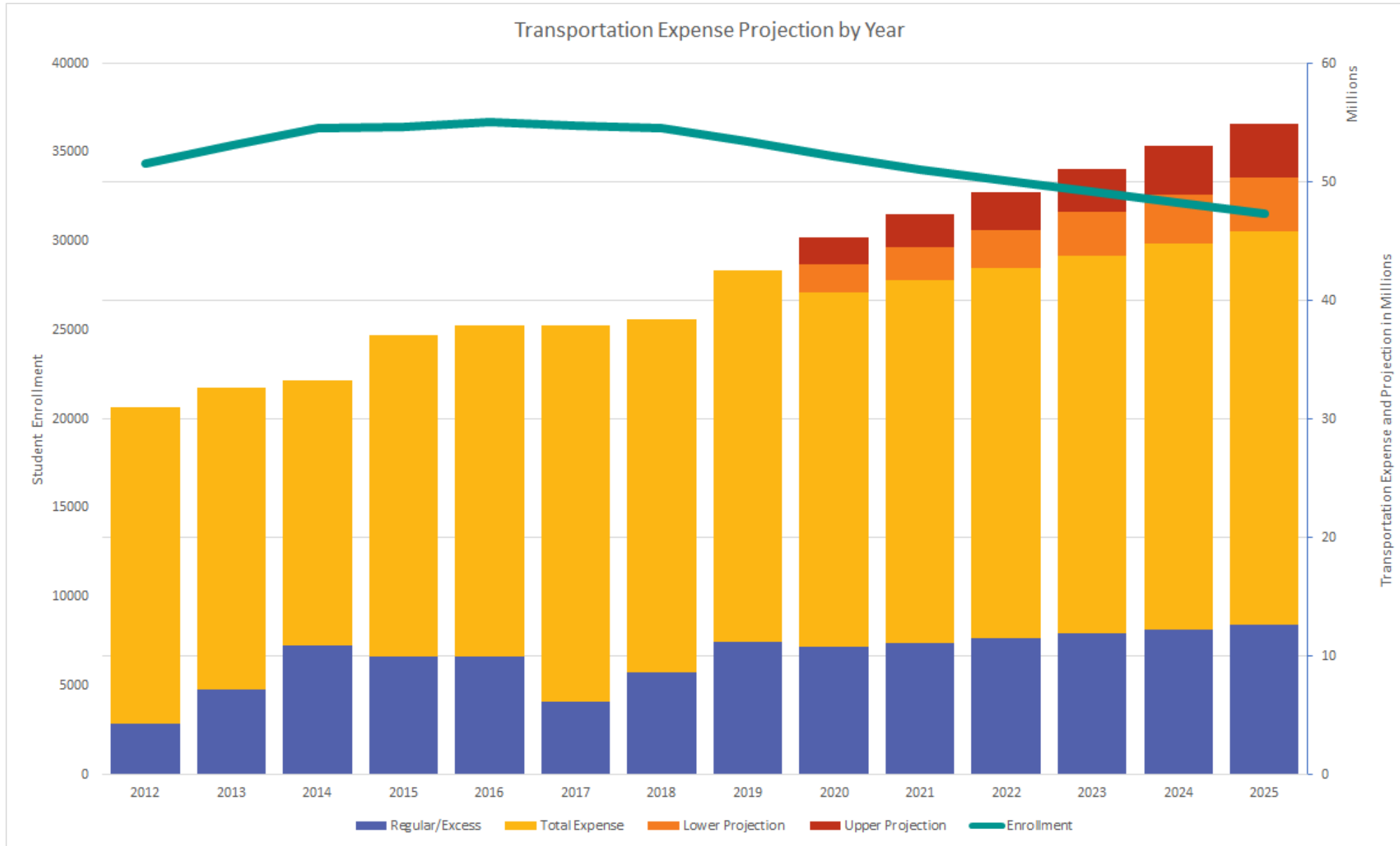


	SY 2015			SY2016			SY2017			SY2018		
	N	SOE	FRL	N	SOE	FRL	N	SOE	FRL	N	SOE	FRL
Bethune	314	95%	97%	346	94%	98%	325	93%	95%	336	93%	92%
Jenny Lind	528	90%	93%	484	96%	93%	451	97%	91%	438	96%	88%
Pillsbury	605	85%	87%	534	82%	82%	420	83%	83%	393	84%	78%
Sheridan	500	85%	91%	458	90%	88%	406	89%	92%	387	88%	85%
Folwell Arts Magnet	890	86%	85%	870	88%	85%	867	87%	90%	877	89%	85%
Jefferson	751	94%	97%	724	95%	96%	661	96%	91%	567	95%	89%
Anderson United	1291	96%	95%	1245	96%	96%	1086	96%	97%	984	97%	93%
Sullivan	754	95%	89%	754	96%	96%	737	96%	92%	677	95%	86%
Anishinabe	320	98%	95%	310	98%	97%	290	98%	94%	236	98%	93%
Bryn Mawr	491	85%	85%	473	84%	84%	466	87%	83%	413	91%	83%
Green Central Park	550	93%	97%	361	92%	97%	366	95%	96%	347	95%	91%
Lucy Laney	637	98%	98%	481	94%	97%	472	97%	90%	458	97%	87%
Hall	430	91%	90%	378	91%	90%	319	93%	91%	259	94%	94%
Nellie Stone Johnson	777	96%	92%	557	95%	96%	500	95%	95%	443	97%	96%
Hmong International Academy	588	97%	91%	587	97%	89%	589	98%	86%	562	98%	87%
Anwatin	613	87%	82%	614	88%	81%	557	86%	78%	565	87%	72%
Dixon Middle	287	94%	94%	282	94%	94%	321	90%	87%	355	89%	87%
MPS Grades K-8 Total	26680	66%	64%	26442	65%	64%	26099	65%	62%	25589	64%	59%

All figures reflect active enrollment in Discovery at the End of each Academic Year

Predicted Changes in Transportation Costs and Magnet Bus Route Maps

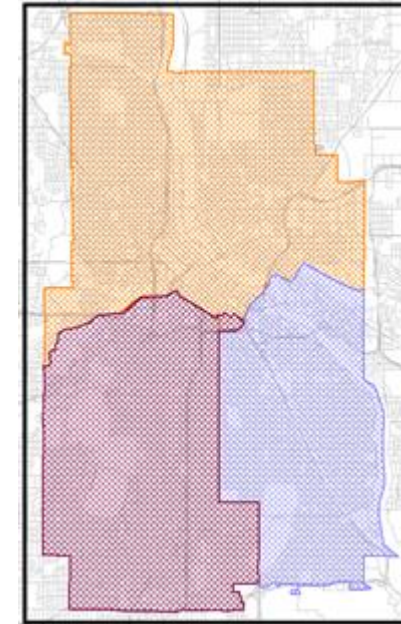
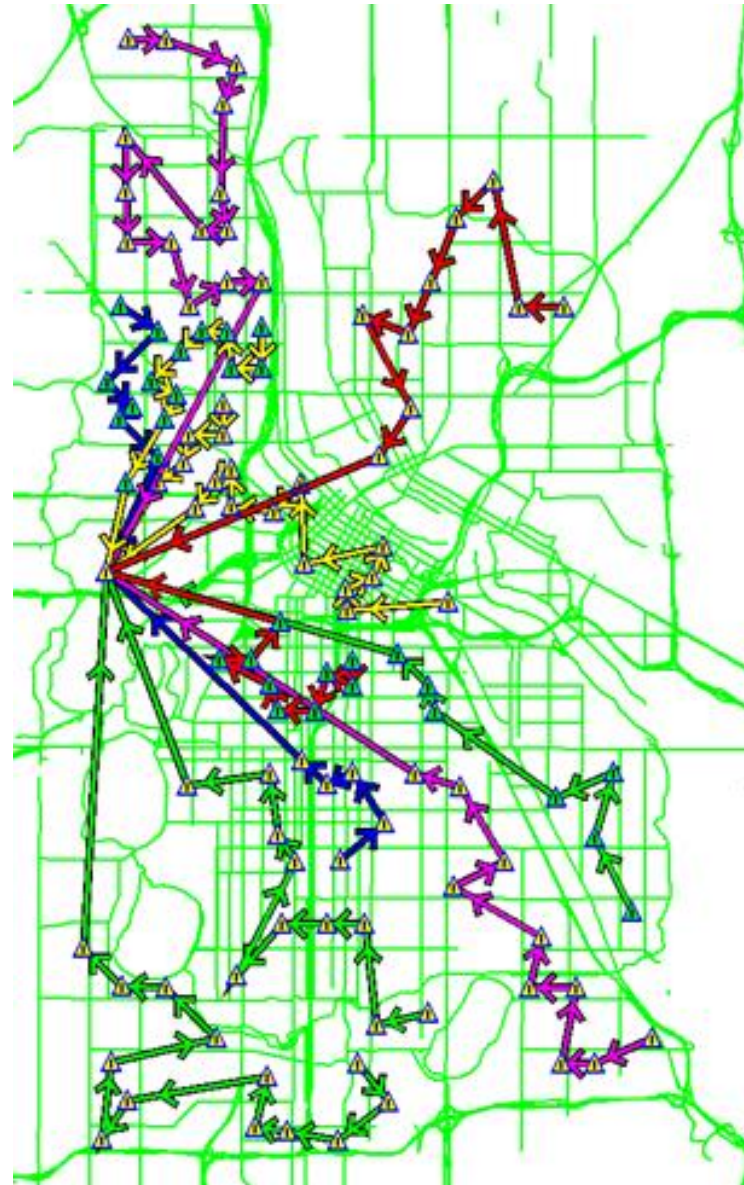
Rising Transportation Costs and Decreasing Enrollment



Current Transportation Routes



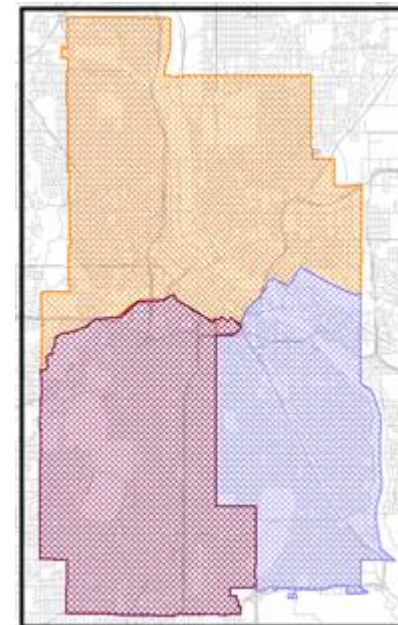
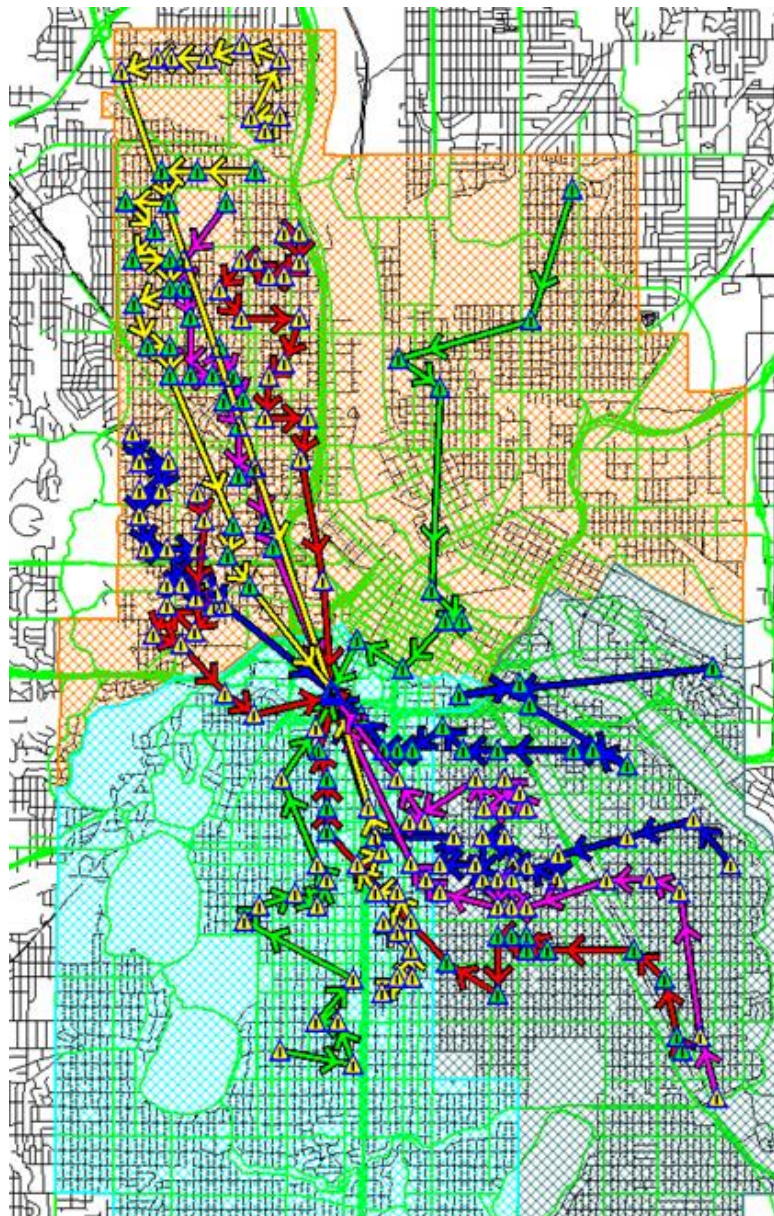
Anwatin



Current Transportation Routes



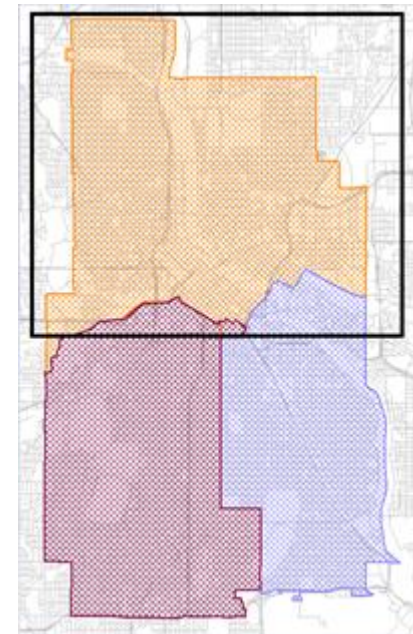
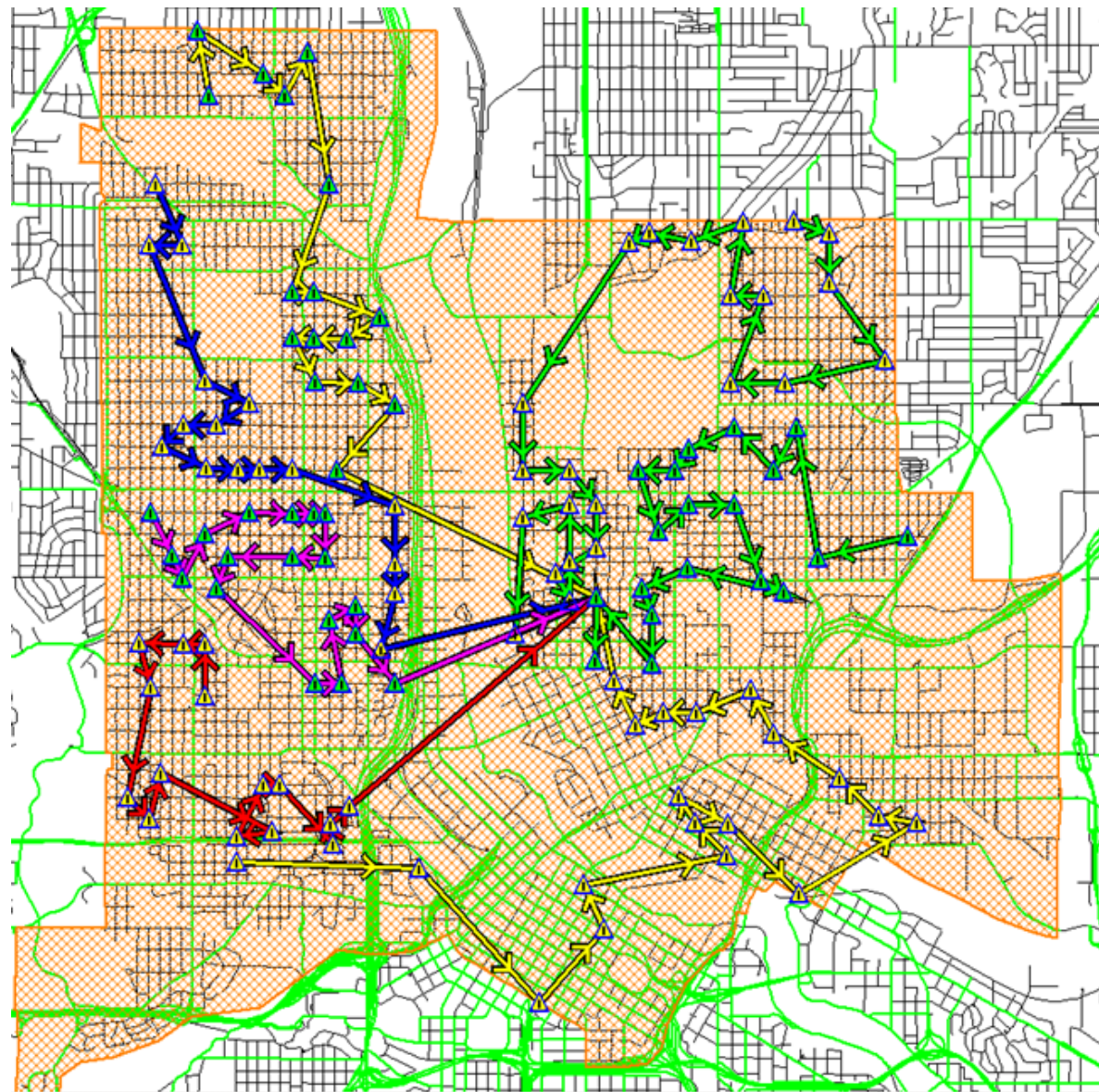
Emerson



Current Transportation Routes



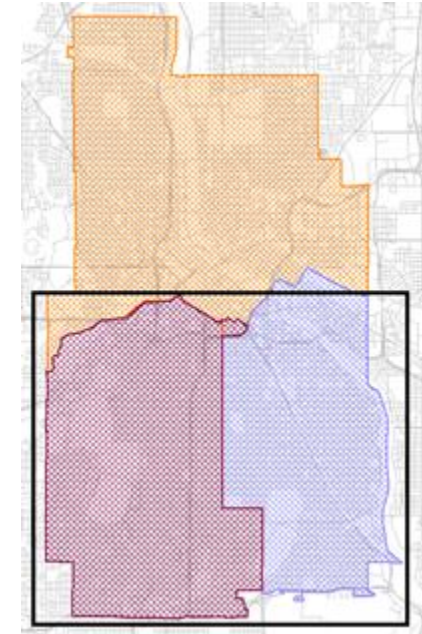
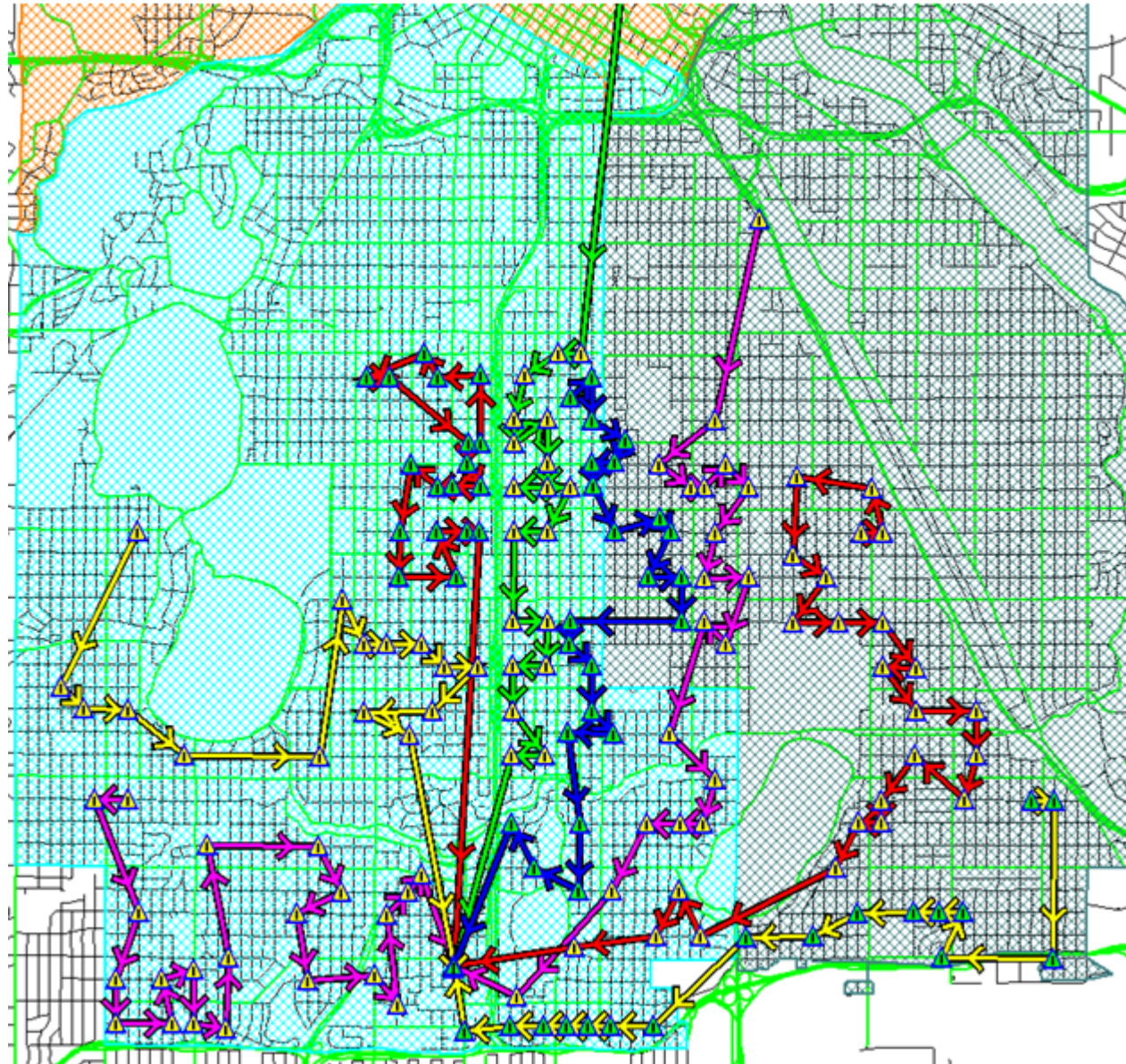
Sheridan



Current Transportation Routes



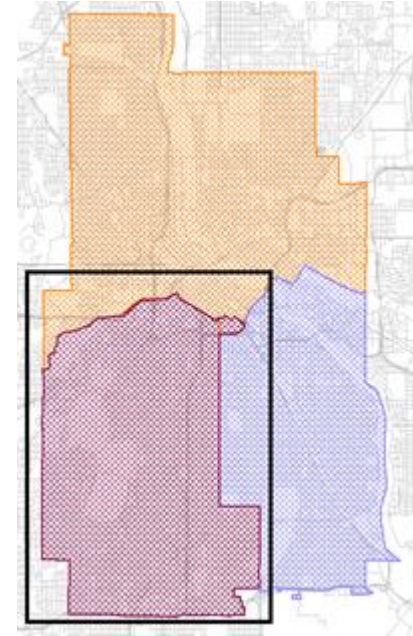
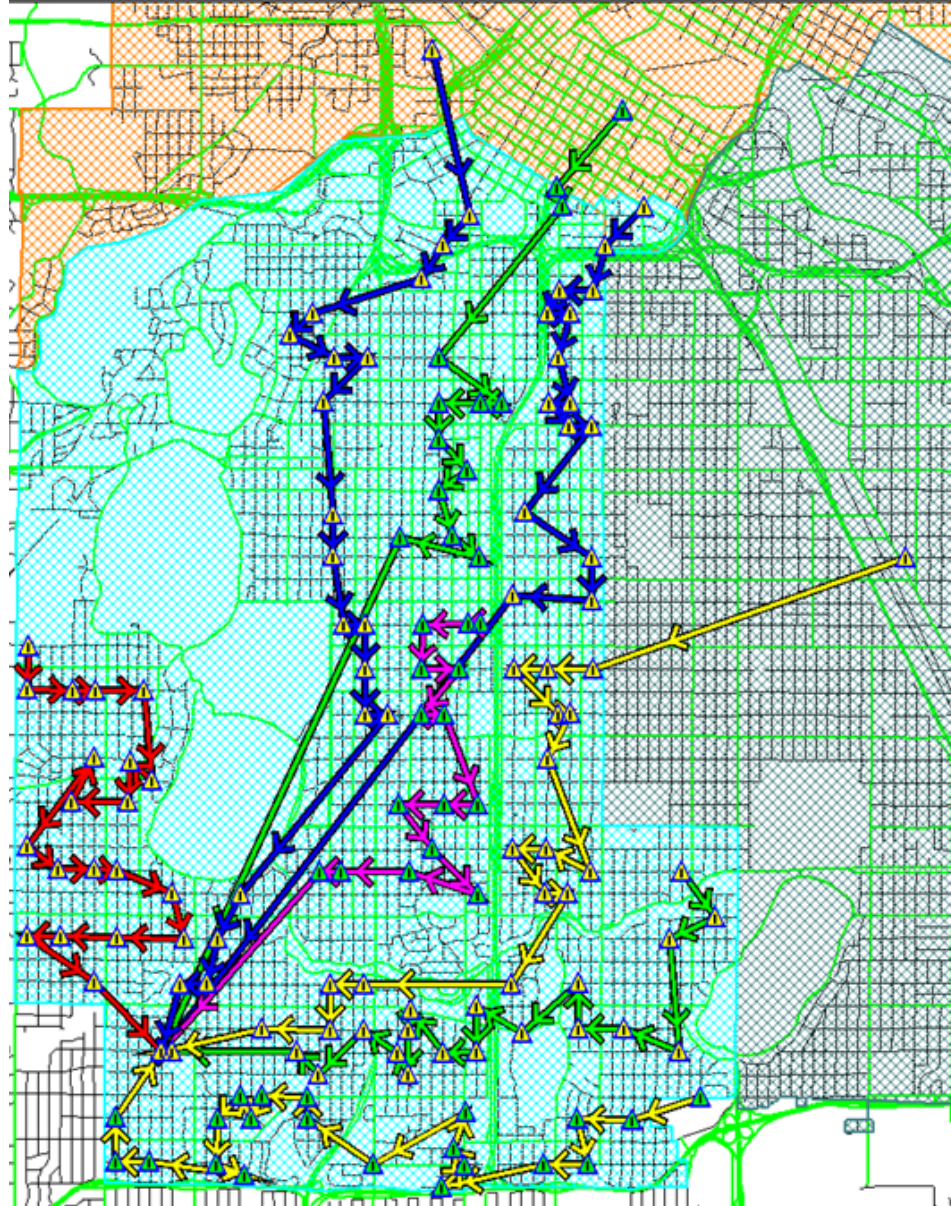
Windom



Current Transportation Routes



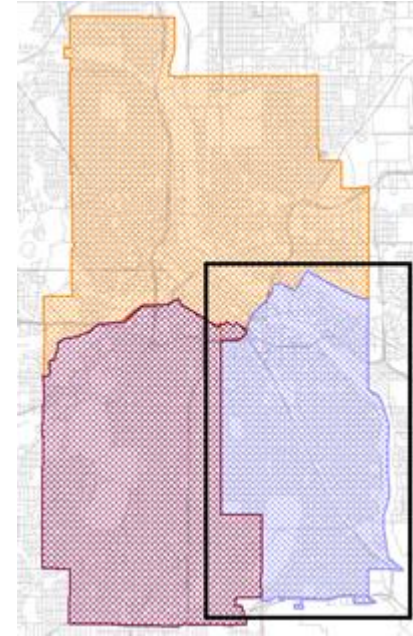
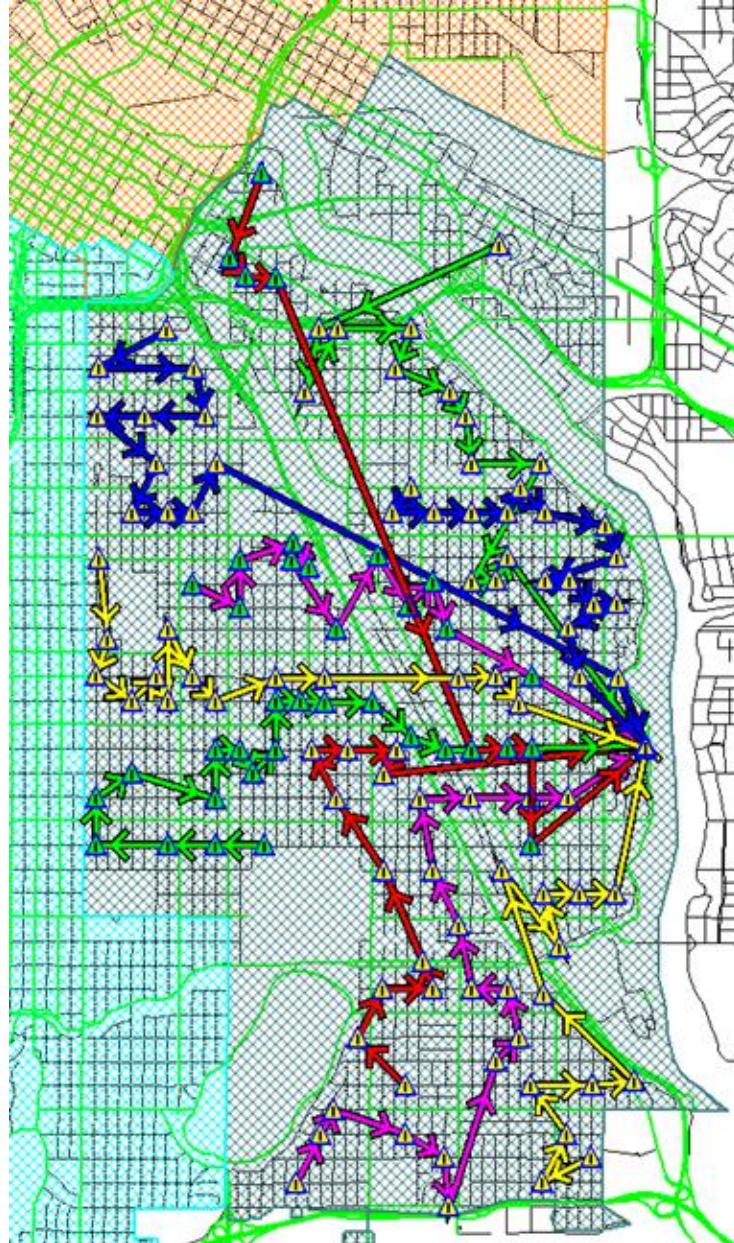
Armatage



Current Transportation Routes



Dowling

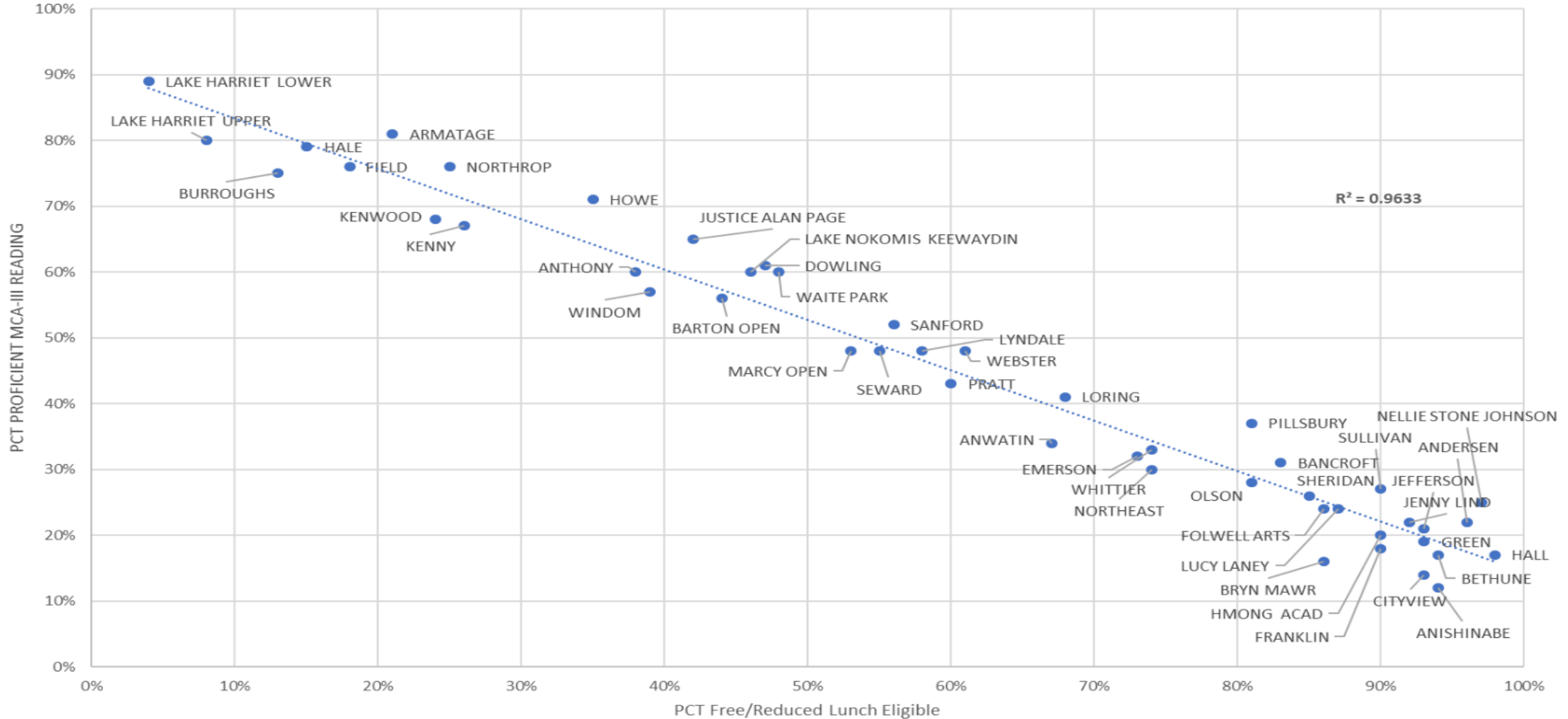


Academics

Academic Achievement Predicted by Demographic Makeup of School



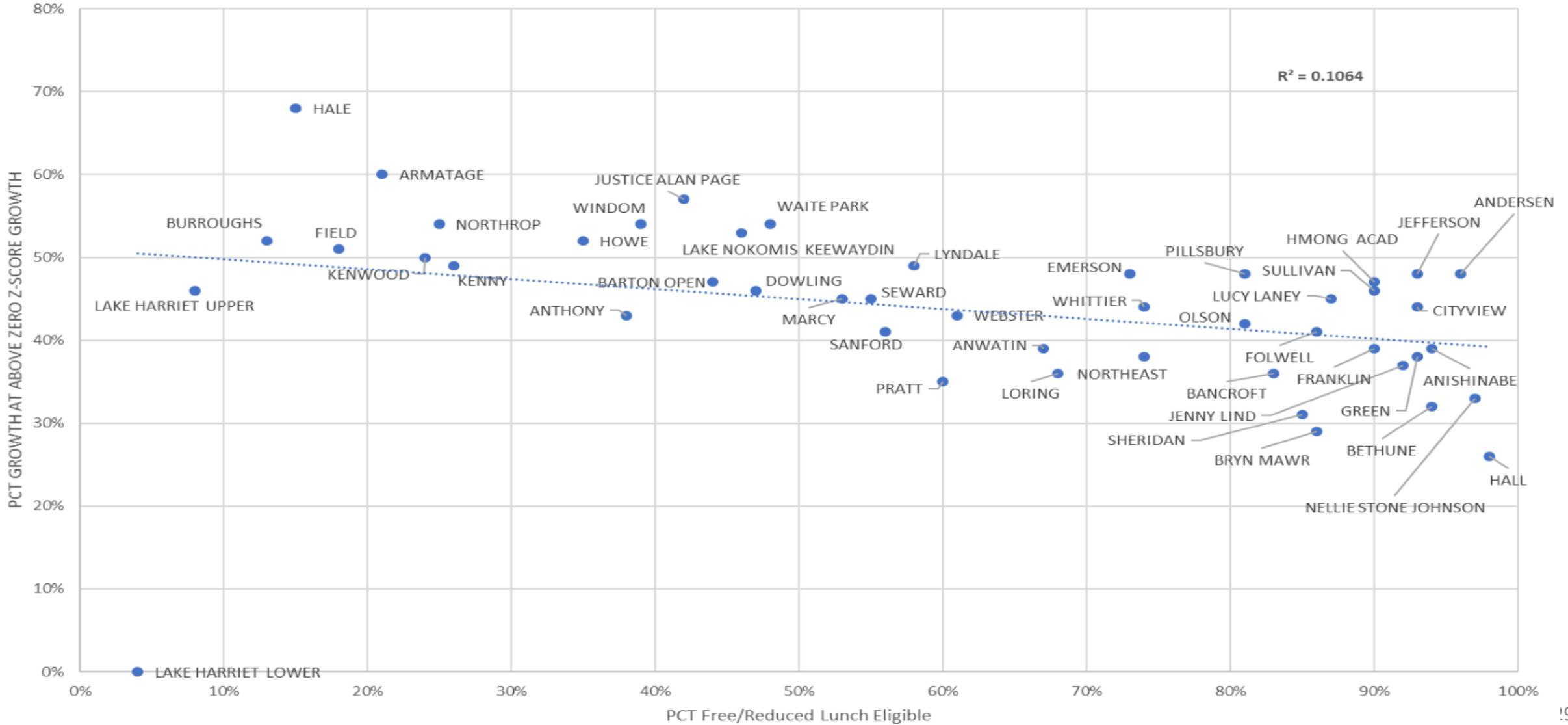
MCA-III READING PROF by FRL - K-8 ALL SCHOOLS



Academic Achievement Predicted by Demographic Makeup of School



READING GROWTH by FRL - K-8 ALL SCHOOLS



Community School Boundary Study Findings: Modeled Changes in Building Enrollment to Capacity

Model results in fewer schools in zone 1 under 350 students



Schools that currently have fewer than 350 Students:

	School	Current Enrollment	Modeled Enrollment
Zone 1	Bethune	266	421
	Bryn Mawr	233	463
	Cityview	260	210
	Hall	162	67
	Jenny Lind	319	383
	Nellie Stone Johnson	336	372
	Pillsbury	283	343
	Sheridan	214	344
	Webster	305	134
Zone 2	Howe	219	232
	Pratt	271	241
Zone 3	Green	298	484
Middle Schools	Franklin	327	759

Schools whose modeled enrollment would be fewer than 350 students:

	School	Current Enrollment	Modeled Enrollment
Zone 1	Cityview	260	210
	Hall	162	67
	Marcy (K-5)	427*	79
	Pillsbury	283	343
	Sheridan	214	344
	Waite Park	369	251
	Webster	305	134
Zone 2	Dowling	478	204
	Howe	219	232
	Pratt	271	241
Zone 3	Barton (K-5)	451*	326
	Jefferson (K-5)	257*	238
	Kenny	452	289
	Kenwood	378	143

*Current enrollment displayed reflects enrollment with modeled grade configuration, not current grade configuration

Elementary Schools Enrollment Over or Under Capacity in Model



Zone 1

	School	Modeled Enrollment to Capacity
Sites Over 100% Capacity	<i>None</i>	
Sites Under 50% Capacity	Cityview	29%
	Hall	15%
	Marcy	12%
	Sheridan	47%
	Webster	29%

Zone 2

	School	Modeled Enrollment to Capacity
Sites Over 100% Capacity	Bancroft	105%
	Lake Nokomis - Wenonah	137%
	Northrop	104%
Sites Under 50% Capacity	Dowling	42%

Zone 3

	School	Modeled Enrollment to Capacity
Sites Over 100% Capacity	Emerson	104%
	Hale	122%
	Lake Harriet Lower	114%
	Whittier	122%
Sites Under 50% Capacity	Barton	49%
	Jefferson	29%
	Kenwood	33%



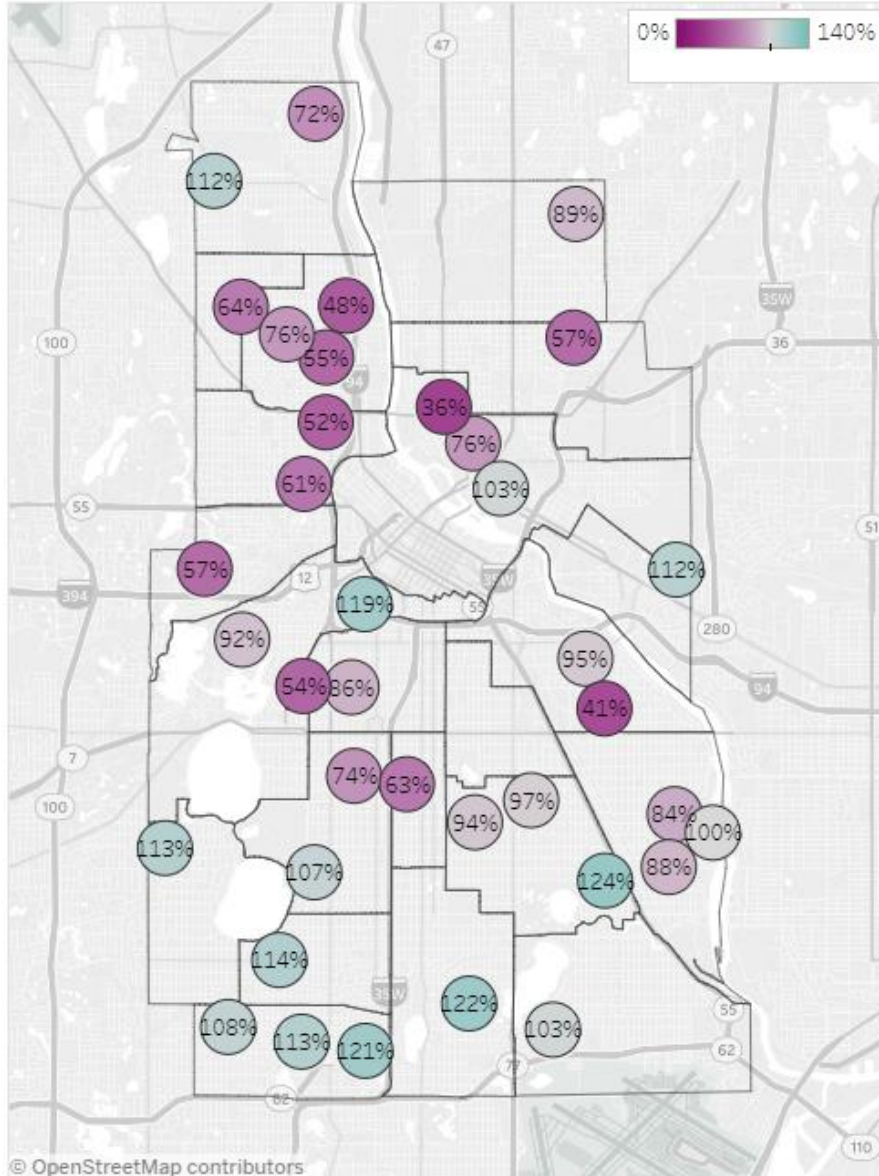
Middle Schools

	School	Modeled Enrollment to Capacity
Sites Over 100% Capacity	Franklin	116%
	Olson	110%
Sites Under 50% Capacity	Anwatin	44%

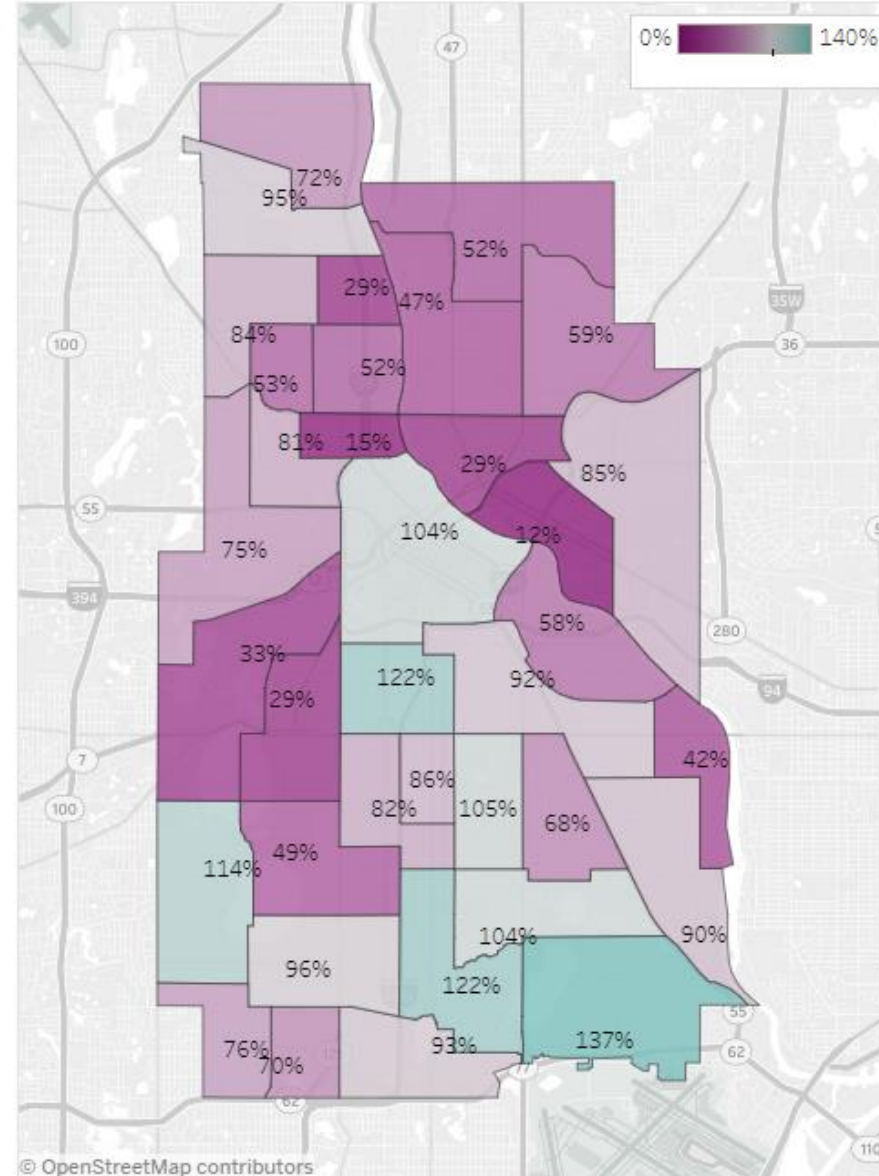
Elementary School (K-5) Building Enrollment to Capacity



Current Percent Capacity



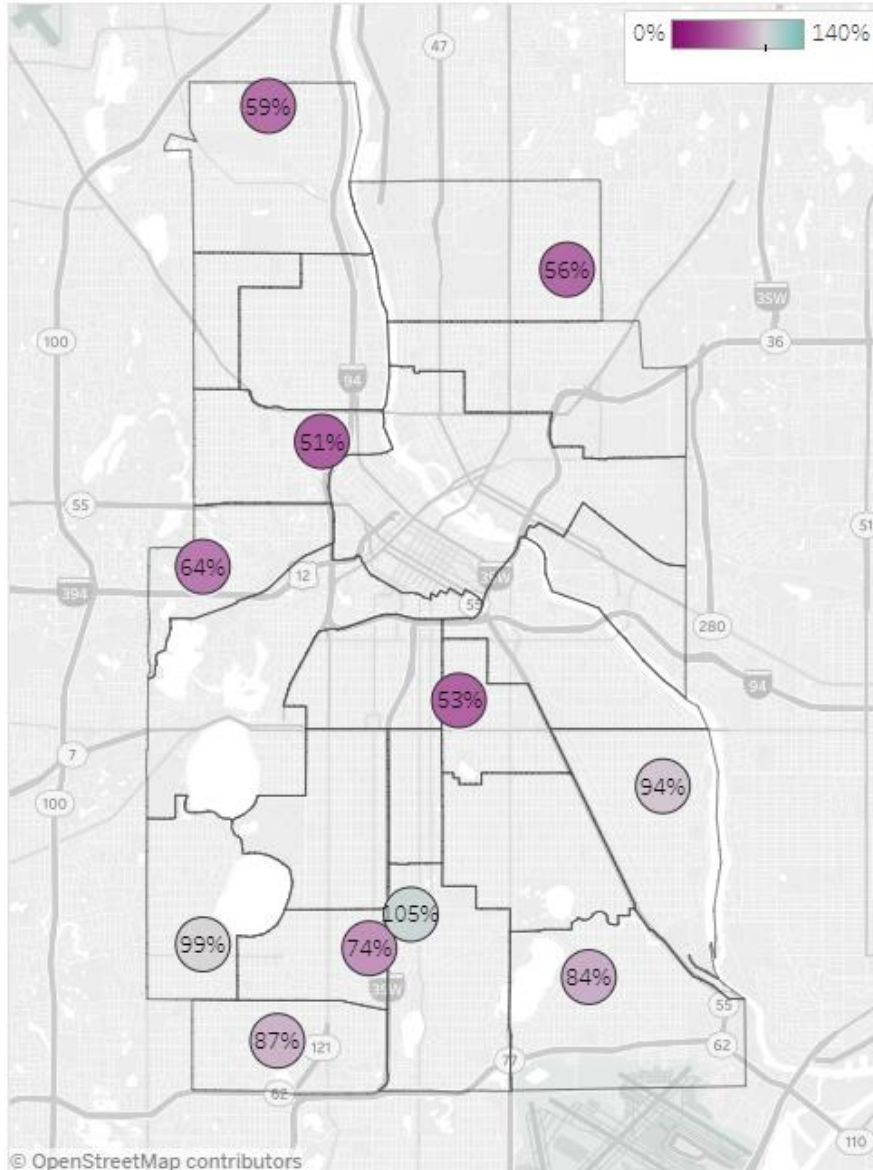
Modeled Percent Capacity



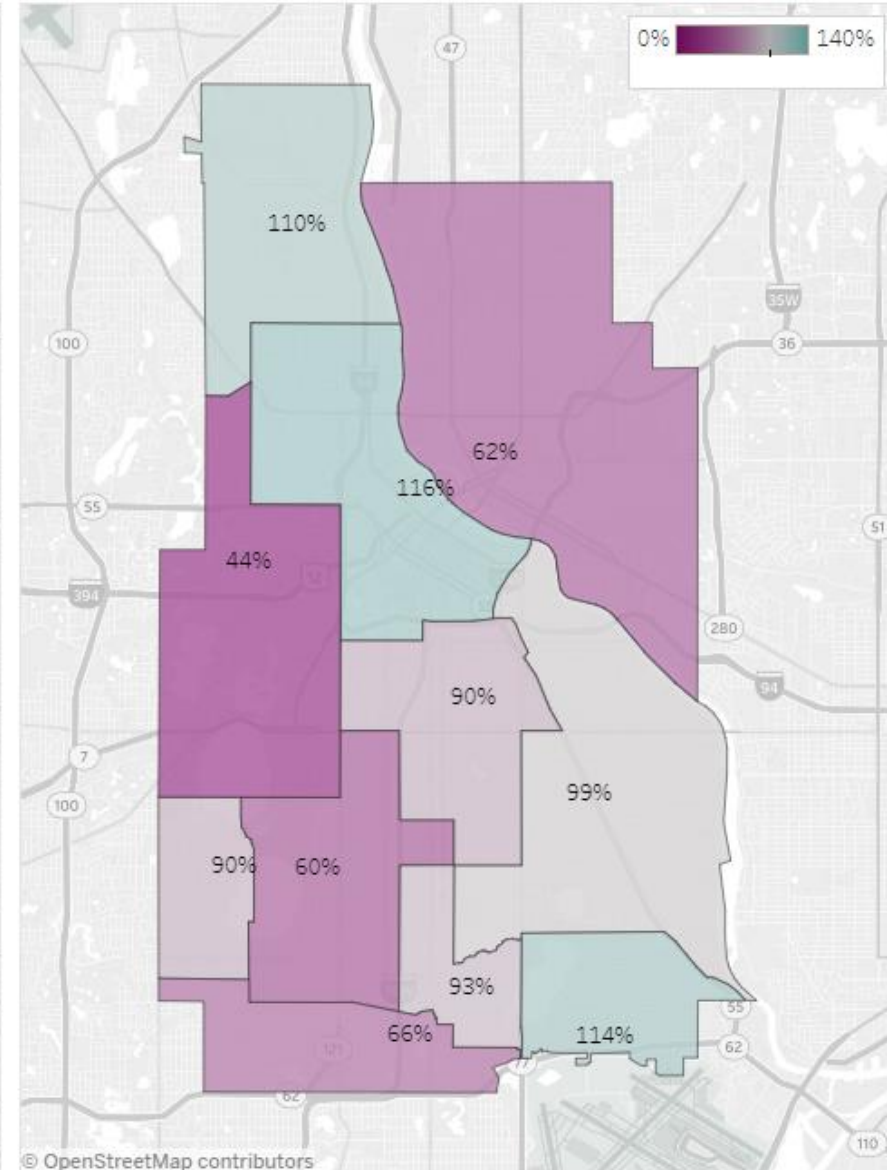
Middle School (6-8) Building Enrollment to Capacity



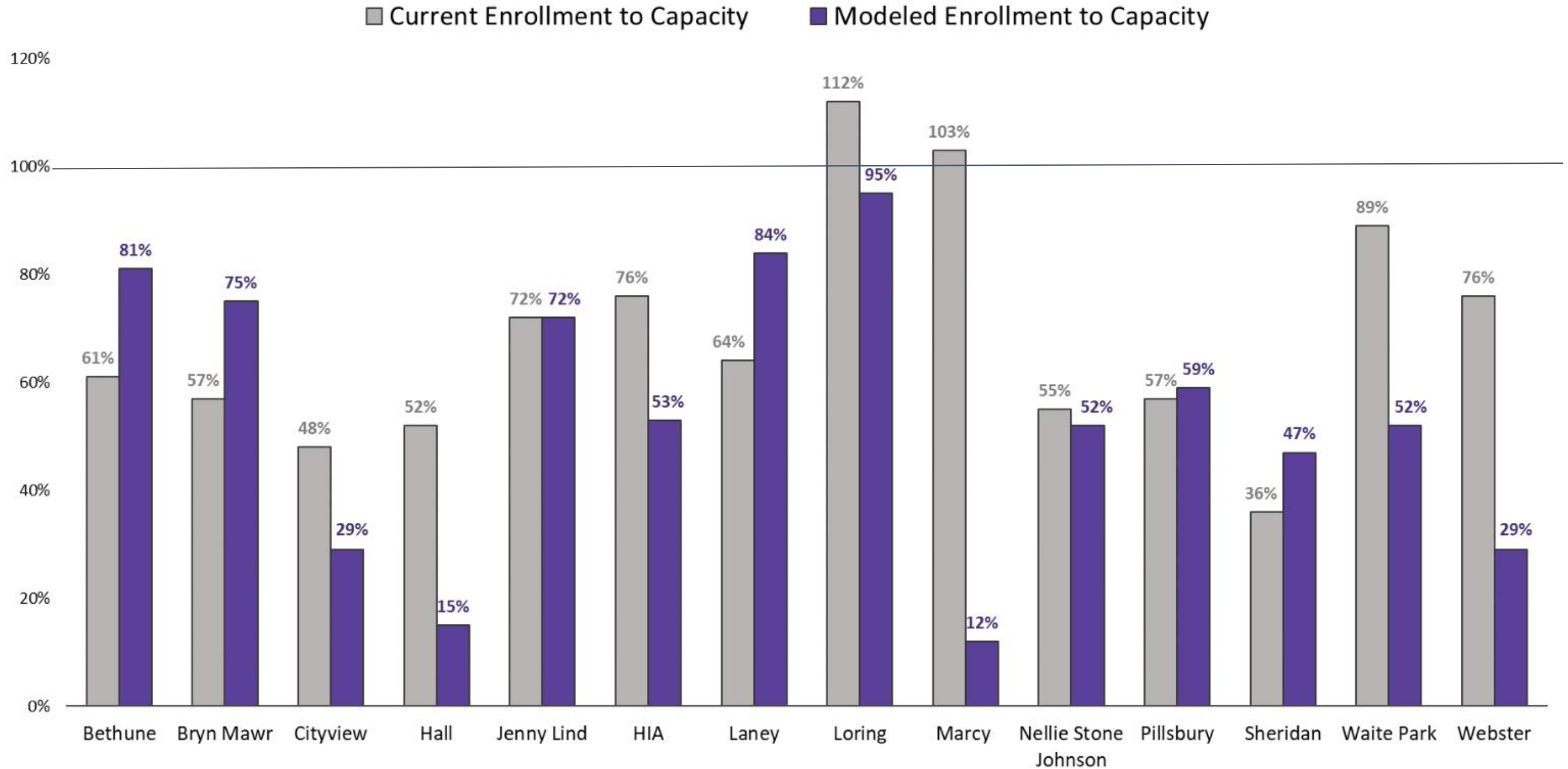
Current Percent Capacity



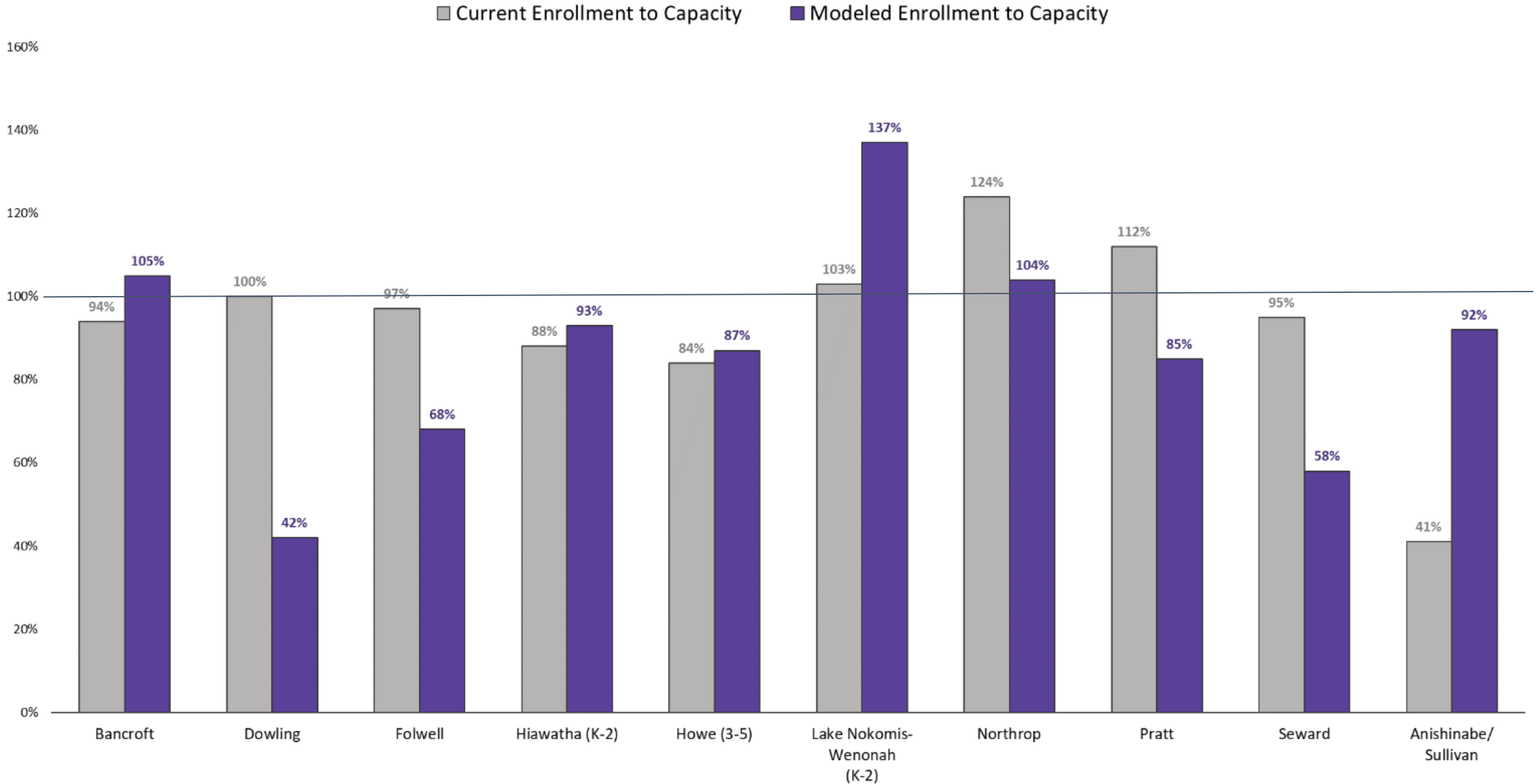
Modeled Percent Capacity



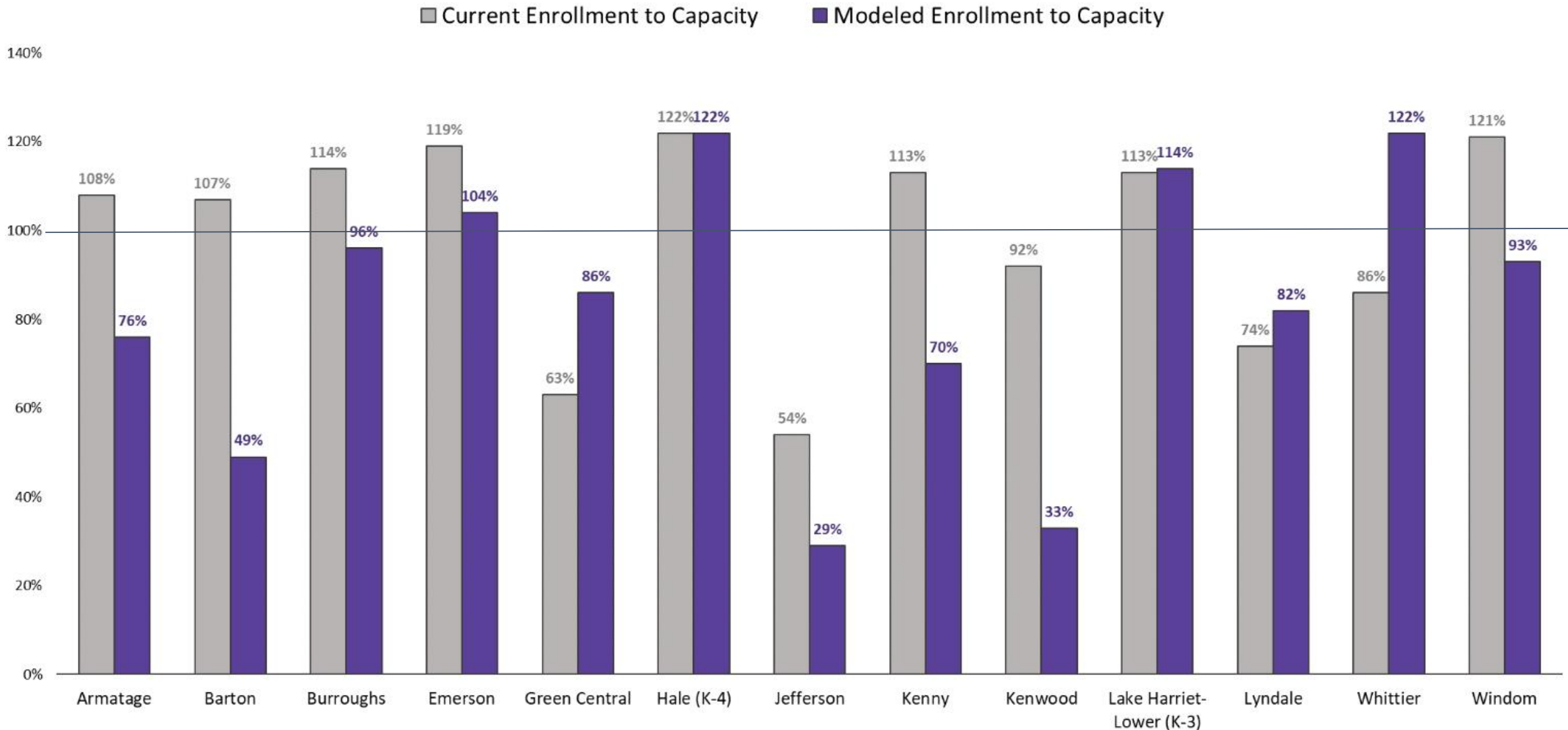
Elementary School (K-5) Building Enrollment to Capacity Zone 1



Elementary School (K-5) Building Enrollment to Capacity Zone 2



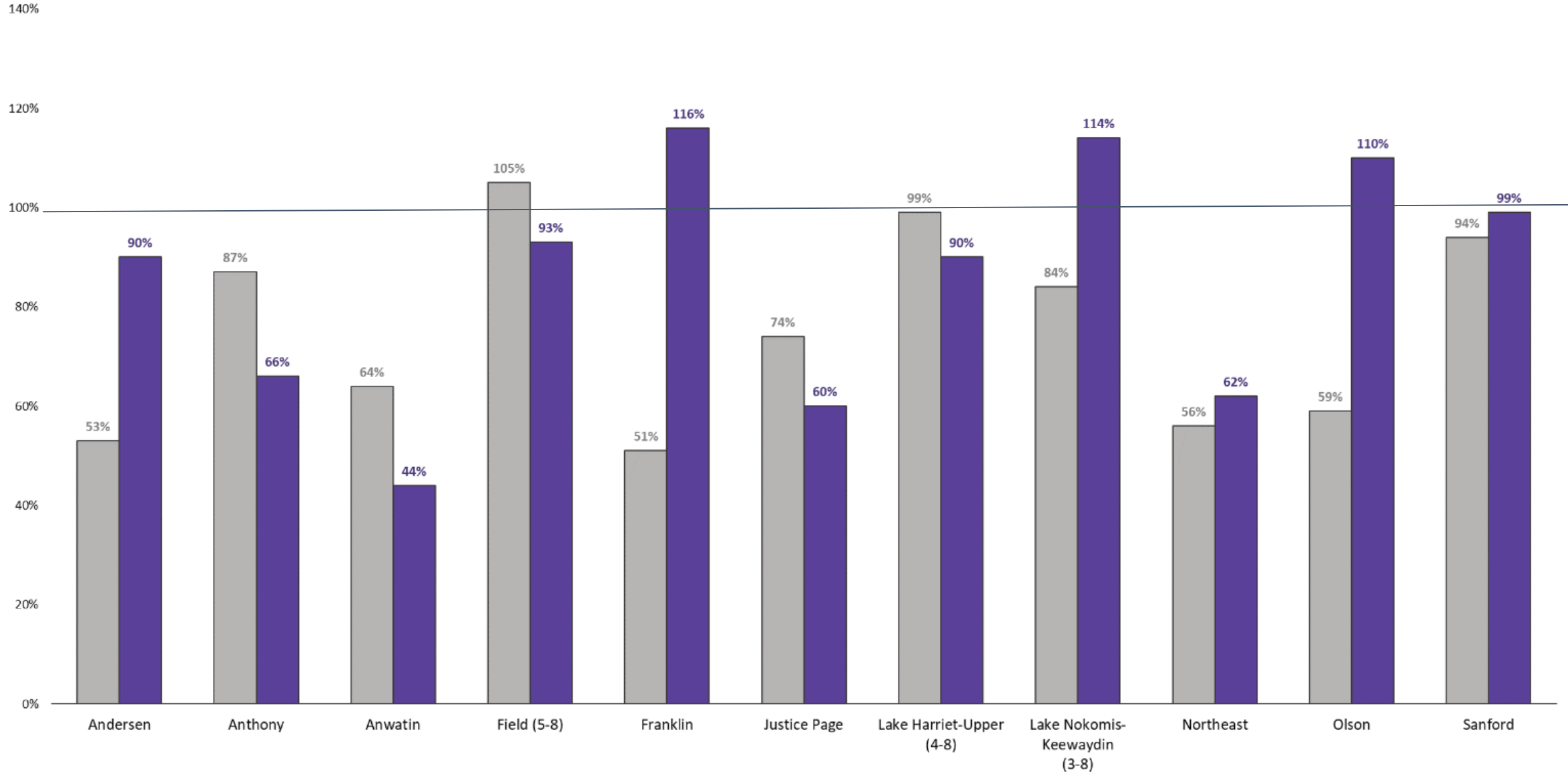
Elementary (K-5) Building Enrollment to Capacity Zone 3



Middle School (6-8) Building Enrollment to Capacity



■ Current Enrollment to Capacity ■ Modeled Enrollment to Capacity





Choice and student placement practices contributes to under enrollment, Racial and Economic Segregation, and Transportation challenges. These factors contribute to a less than optimal student experience for district leaders, teachers, families and staff

1. As a board member, what affirmed your perspective regarding the reasons for this study?
2. What surprised you?
3. What do you have more questions about?

Community School Boundary Study
Findings: Modeled Changes in
Percent Students Eligible for Free or
Reduced Price Lunch

Changes in Percent Students Eligible for Free or Reduced Price Lunch



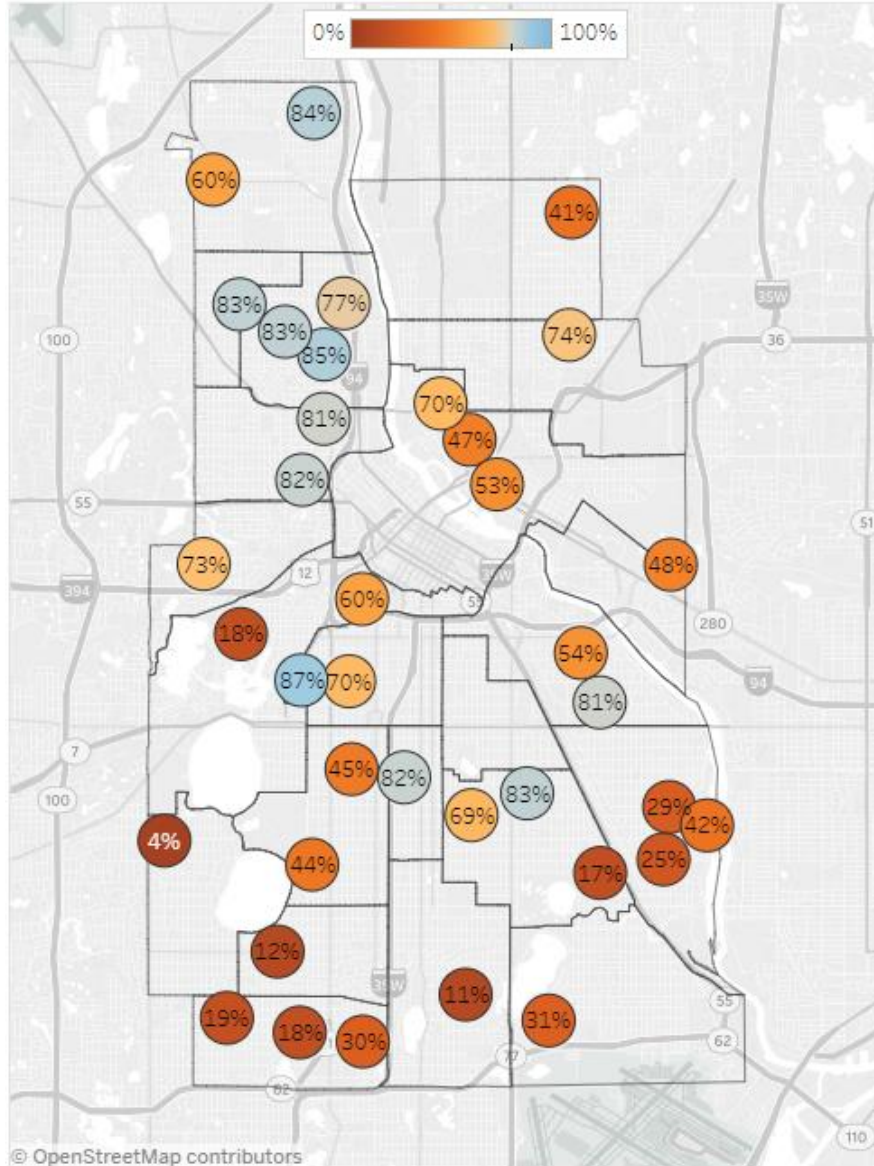
- Five out of twelve current sites with concentrated poverty would have less than 80% of students eligible for free or reduced price lunch.
- Model results in three new sites of concentrated poverty: Cityview, Olson, and Whittier.
- The combination results in a net reduction of two sites with concentrated poverty.

School	Current Percent Students of Eligible for FRL	Modeled Percent Students of Eligible for FRL
<i>Current Sites of Concentrated Poverty</i>		
Andersen	89%	83%
Anishinabe/Sullivan	81%	78%
Bethune	82%	86%
Folwell	83%	44%
Franklin	90%	84%
Green Central	82%	79%
Hall	81%	81%
HIA	83%	87%
Jefferson	87%	21%
Jenny Lind	84%	76%
Laney	83%	85%
Nellie Stone Johnson	85%	88%
<i>Sites of Concentrated Poverty Created by Model</i>		
Cityview	77%	84%
Olson	76%	80%
Whittier	70%	85%

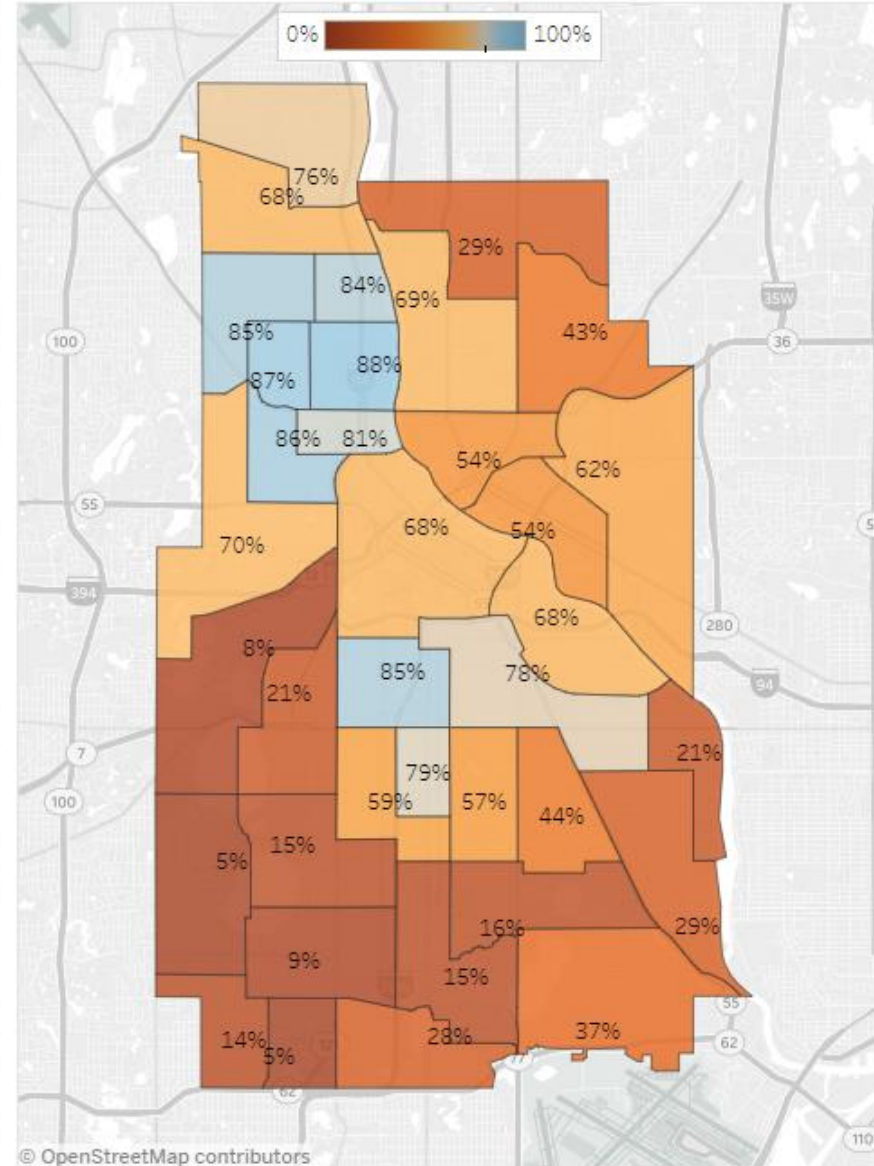
Elementary School (K-5) Building Percent Students Eligible for FRL



Current Percent Eligible for FRL



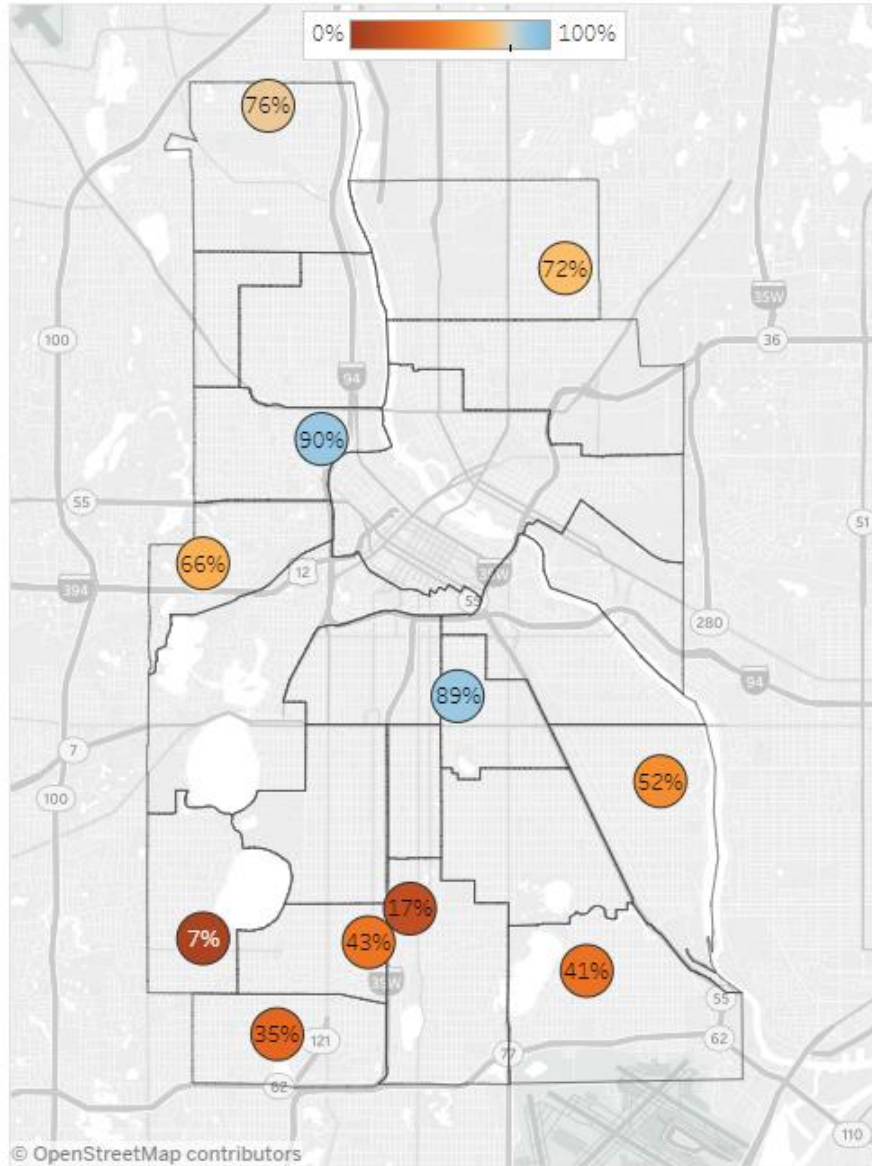
Modeled Percent Eligible for FRL



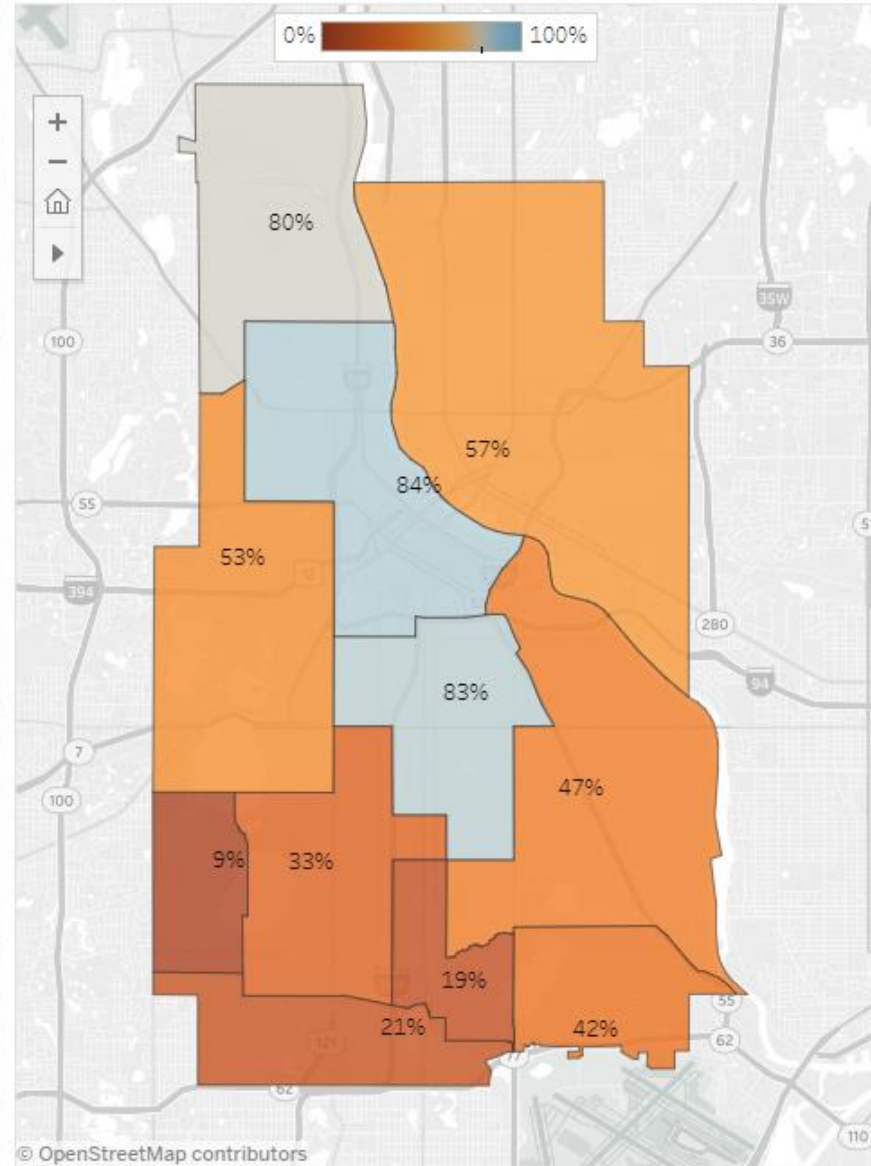
Middle School (6-8) Building Percent Students Eligible for FRL



Current Percent Eligible for FRL



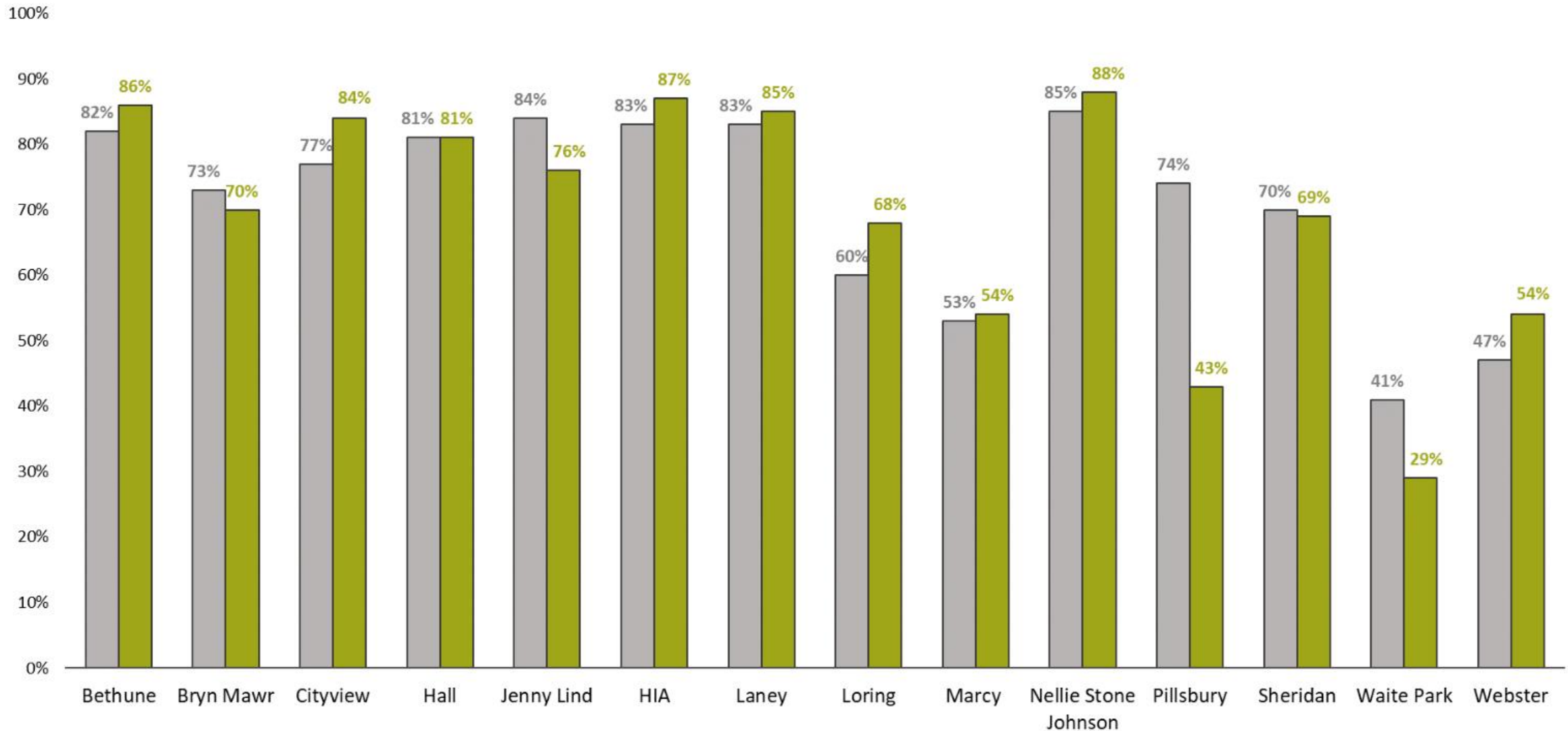
Modeled Percent Eligible for FRL



Elementary School (K-5) Building Percent Students Eligible for FRL Zone 1



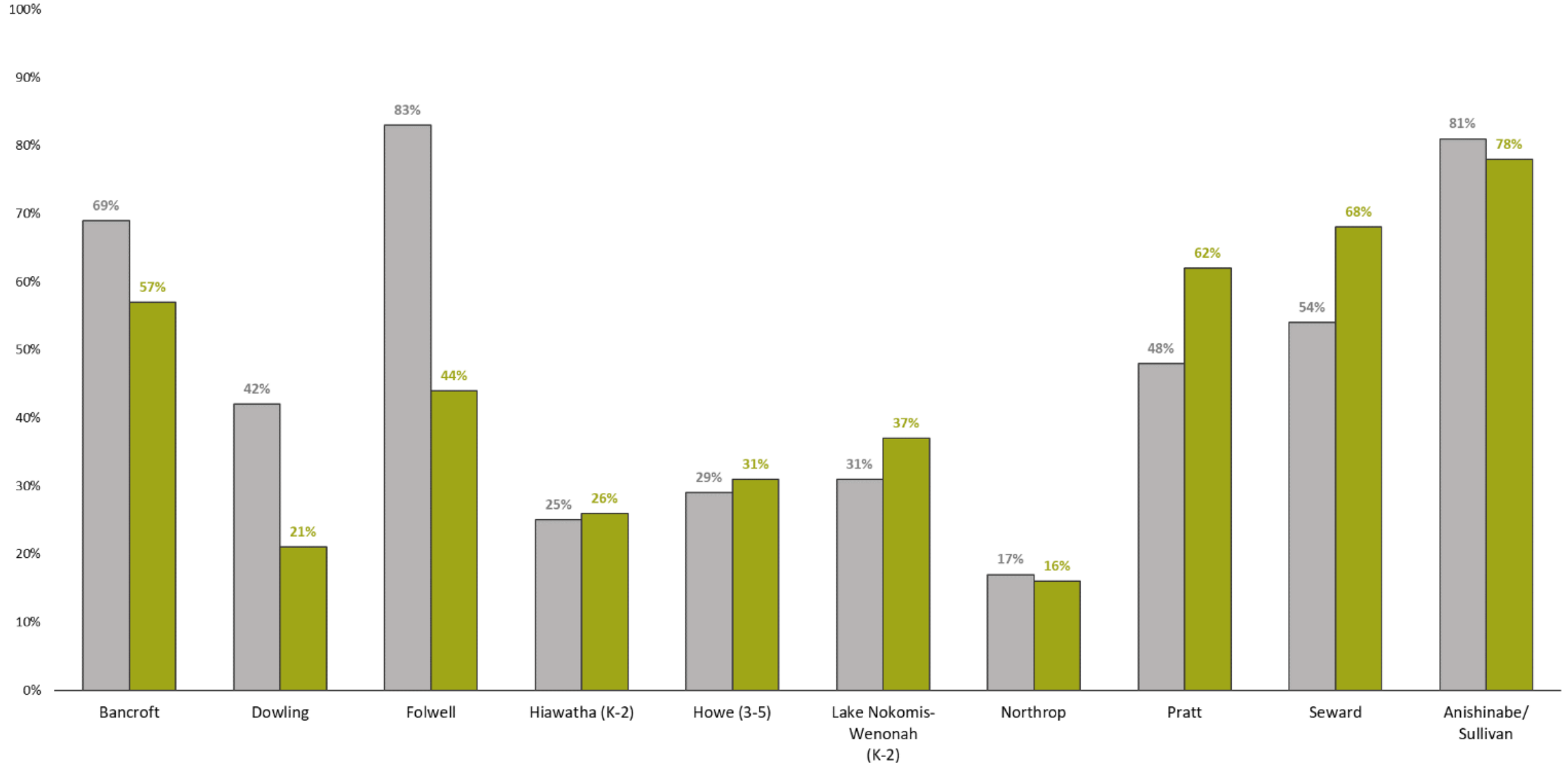
■ Current Percent Students Eligible for FRL ■ Modeled Percent Students Eligible for FRL



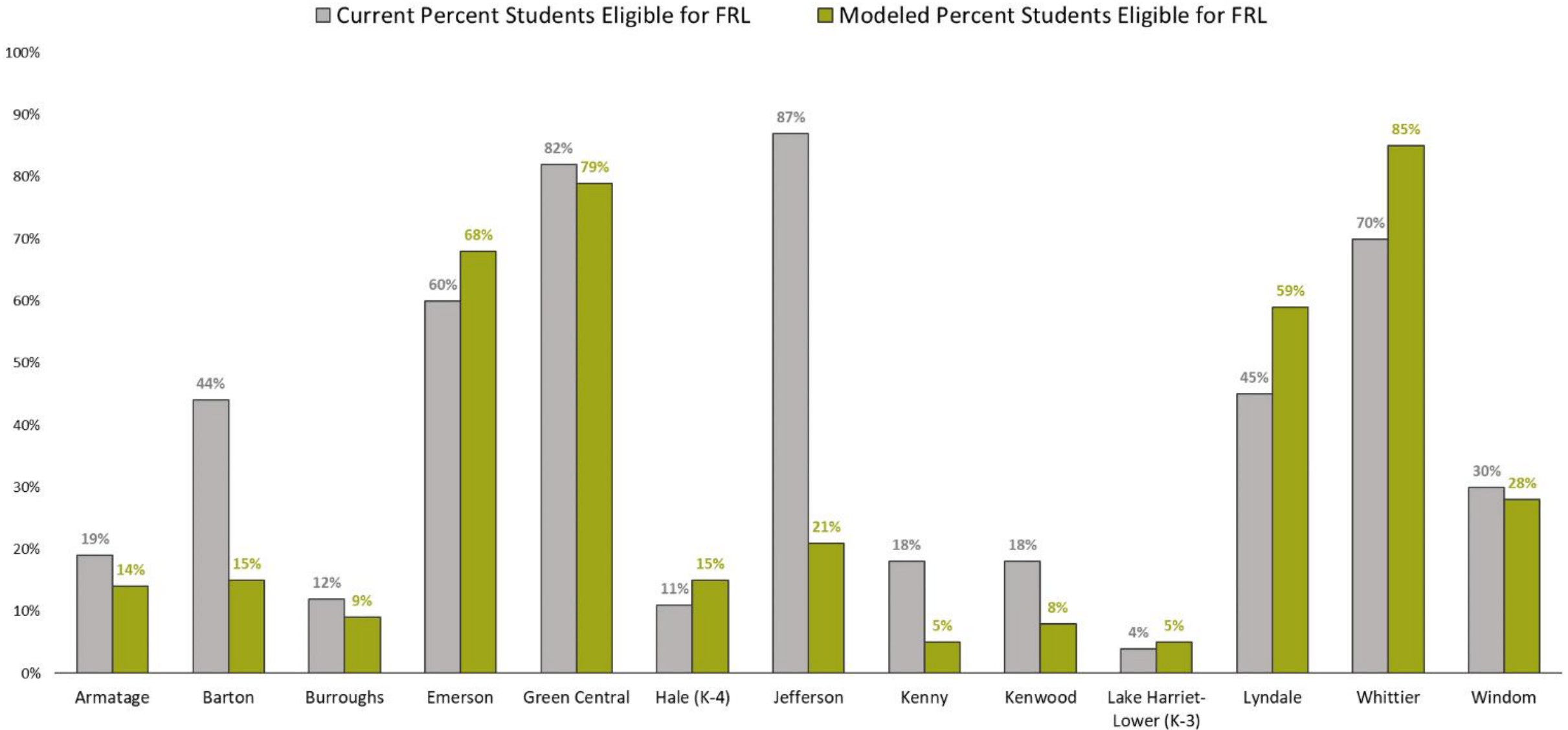
Elementary School (K-5) Building Percent Students Eligible for FRL Zone 2



■ Current Percent Students Eligible for FRL ■ Modeled Percent Students Eligible for FRL



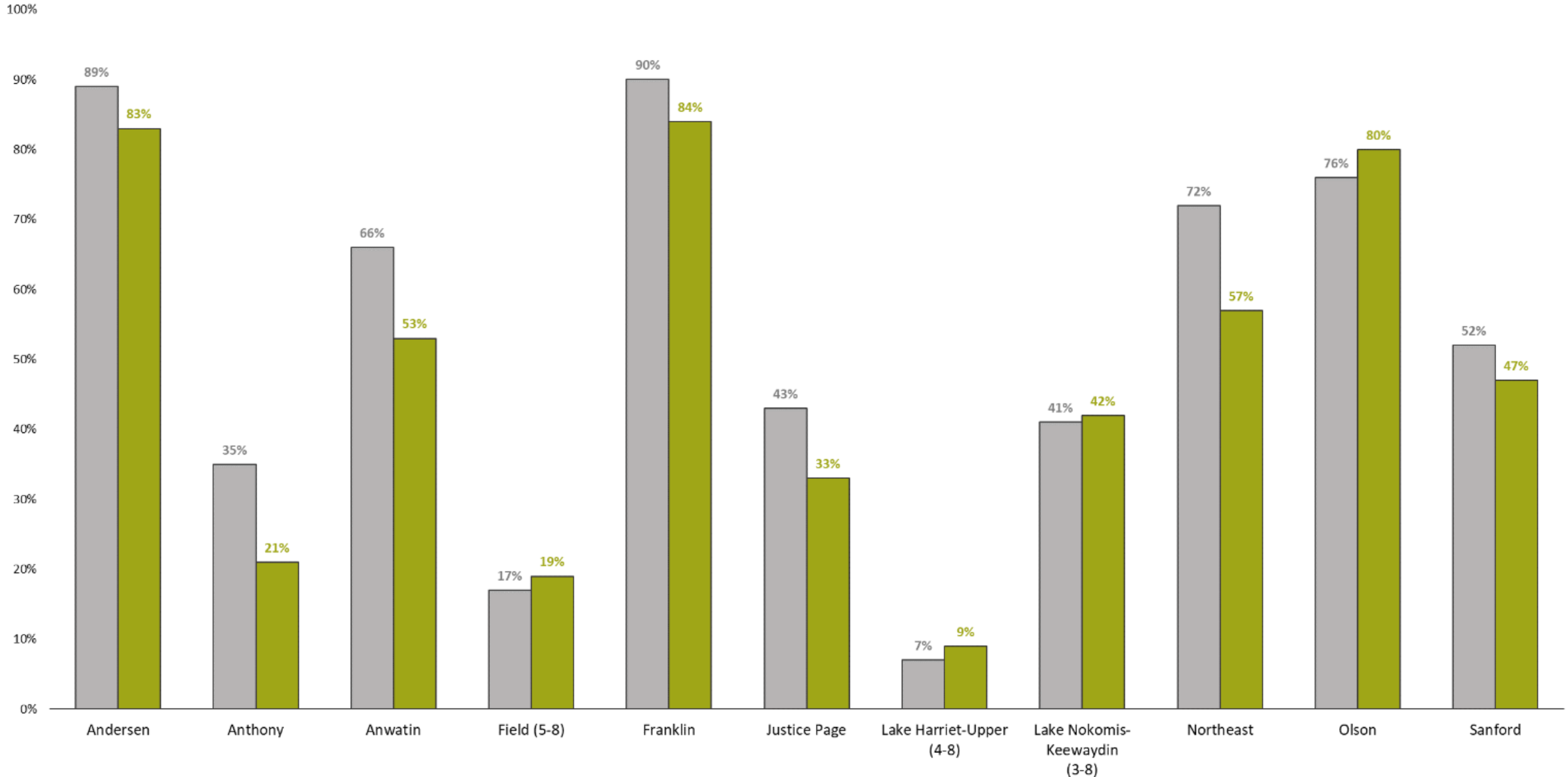
Elementary School (K-5) Building Percent Students Eligible for FRL Zone 3



Middle School (6-8) Building Percent Students Eligible for FRL



■ Current Percent Students Eligible for FRL ■ Modeled Percent Students Eligible for FRL



Community School Boundary Study Findings: Modeled Changes in Percent Students of Color

Changes in Percent Students of Color at Racially Identifiable Sites



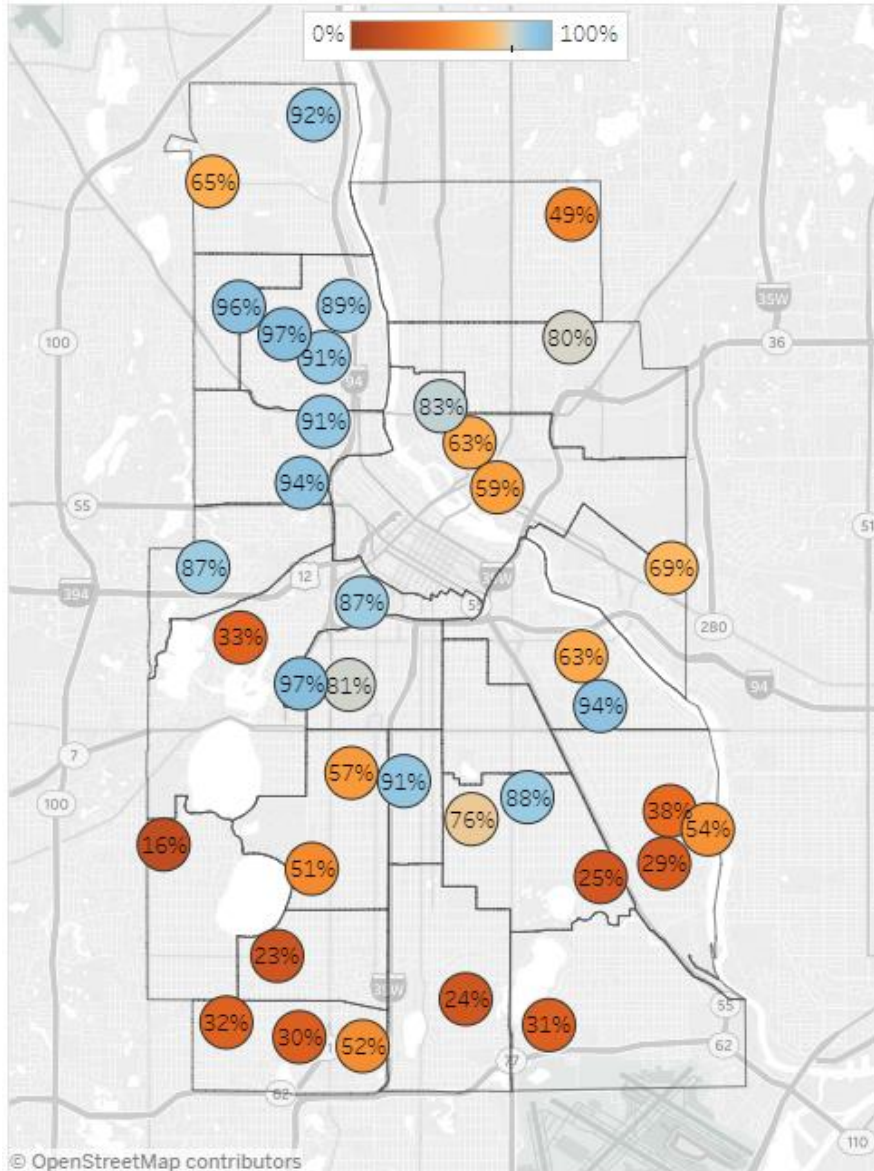
- Six out of twenty current racially identifiable sites would no longer be racially identifiable.
- Model results in one new racially identifiable site, Whittier.

School	Current Percent Students of Color	Modeled Percent Students of Color
<i>Current Racially Identifiable Sites</i>		
Andersen	93%	89%
Anishinabe/Sullivan	94%	84%
Anwatin	82%	61%
Bethune	94%	95%
Bryn Mawr	87%	86%
Cityview	89%	90%
Emerson	87%	86%
Folwell	88%	52%
Franklin	98%	95%
Green Central	91%	88%
Hall	91%	96%
HIA	97%	94%
Jefferson	97%	28%
Jenny Lind	92%	85%
Laney	96%	89%
Nellie Stone Johnson	91%	95%
Olson	87%	90%
Pillsbury	80%	46%
Sheridan	83%	75%
<i>Racially Identifiable Site Created by Model</i>		
Whittier	81%	93%

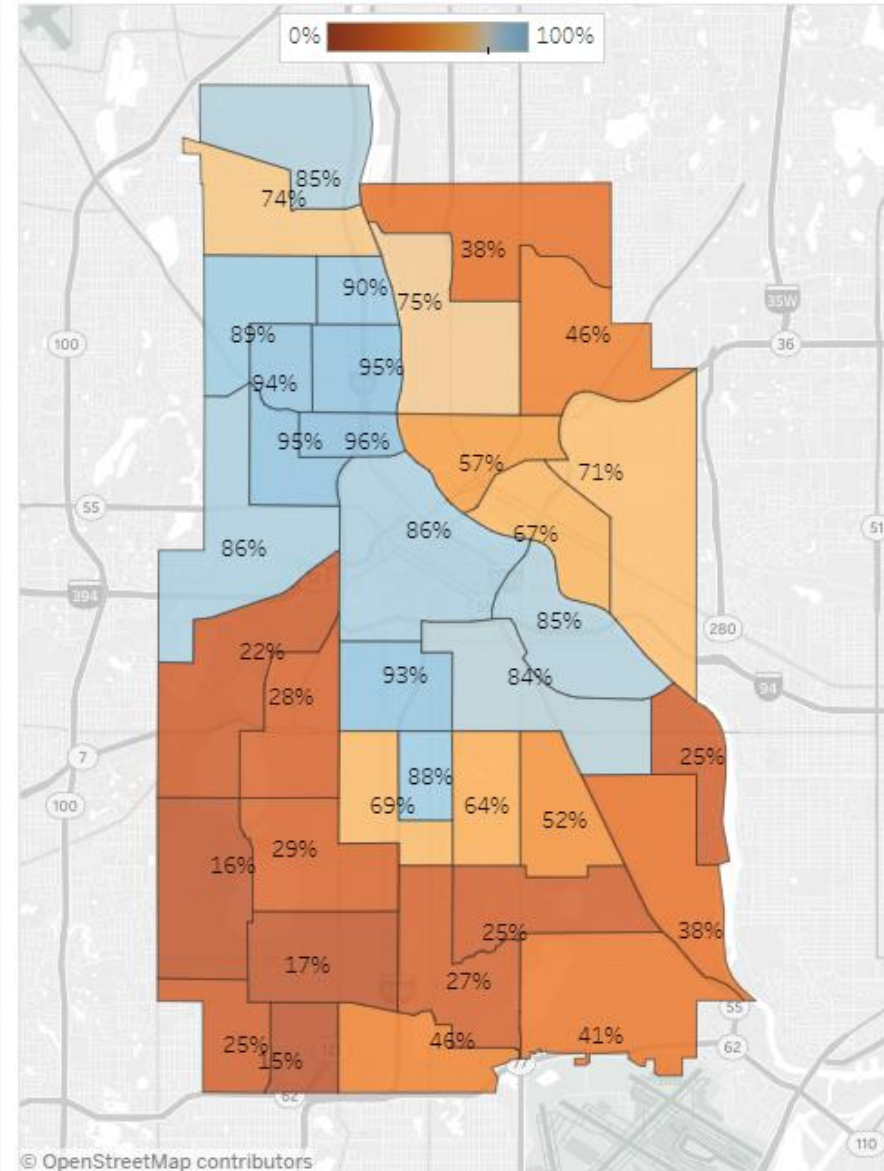
Elementary School (K-5) Building Percent Students of Color



Current Percent Students of Color



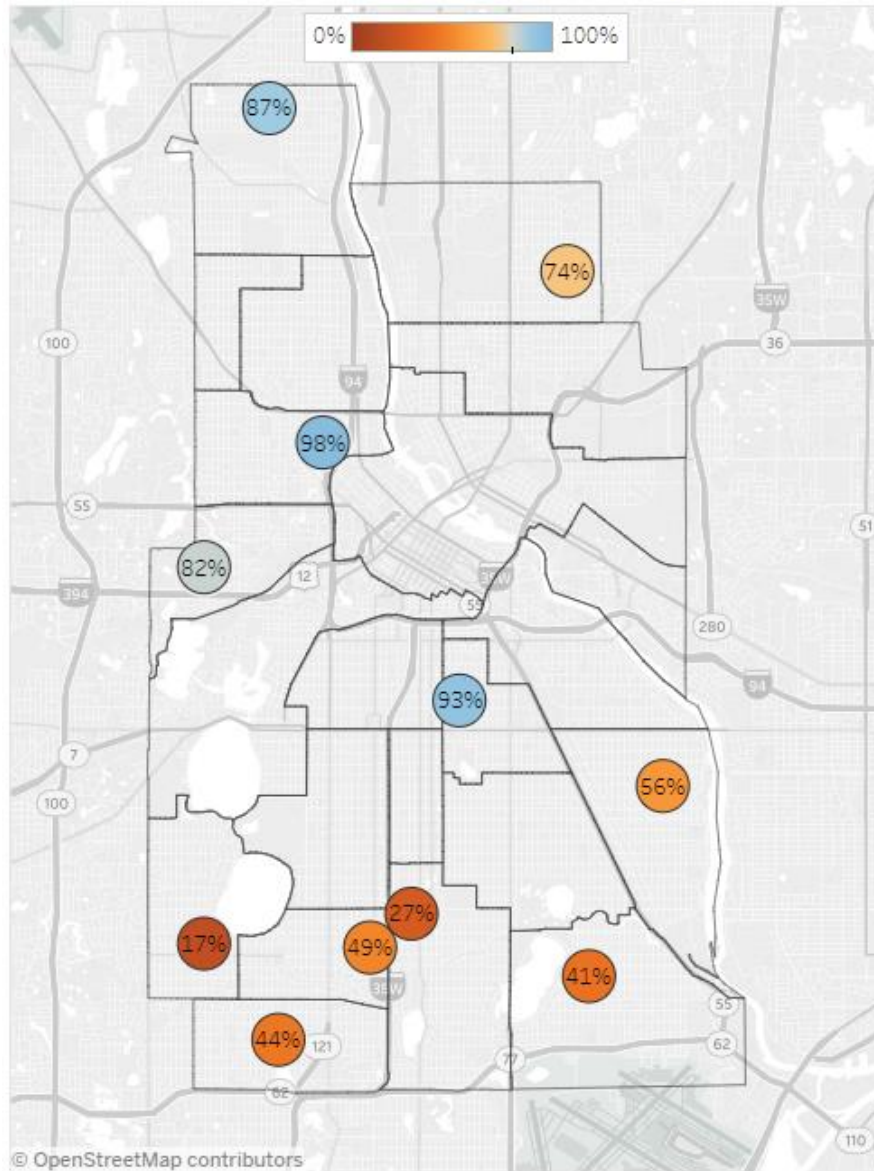
Modeled Percent Students of Color



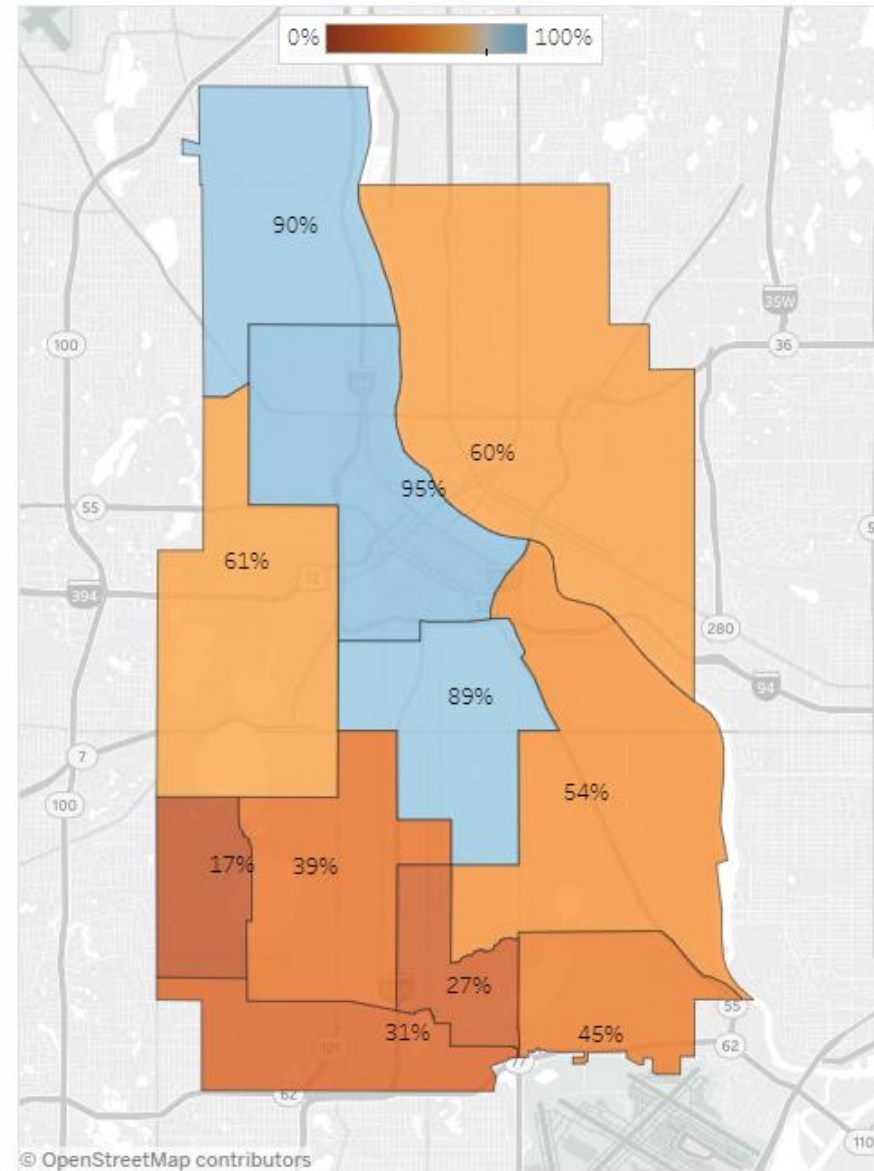
Middle School (6-8) Building Percent Students of Color



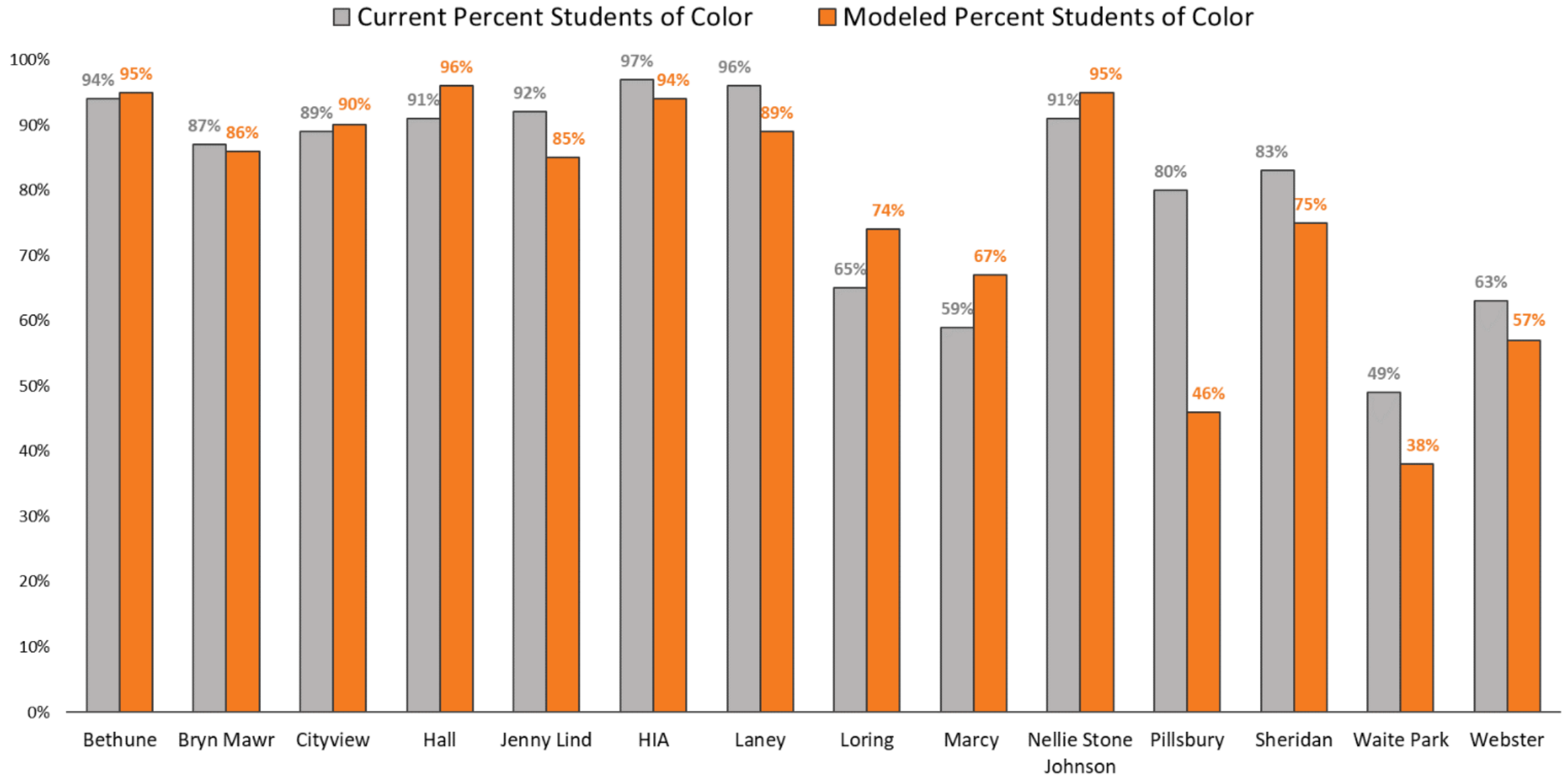
Current Percent Students of Color



Modeled Percent Students of Color



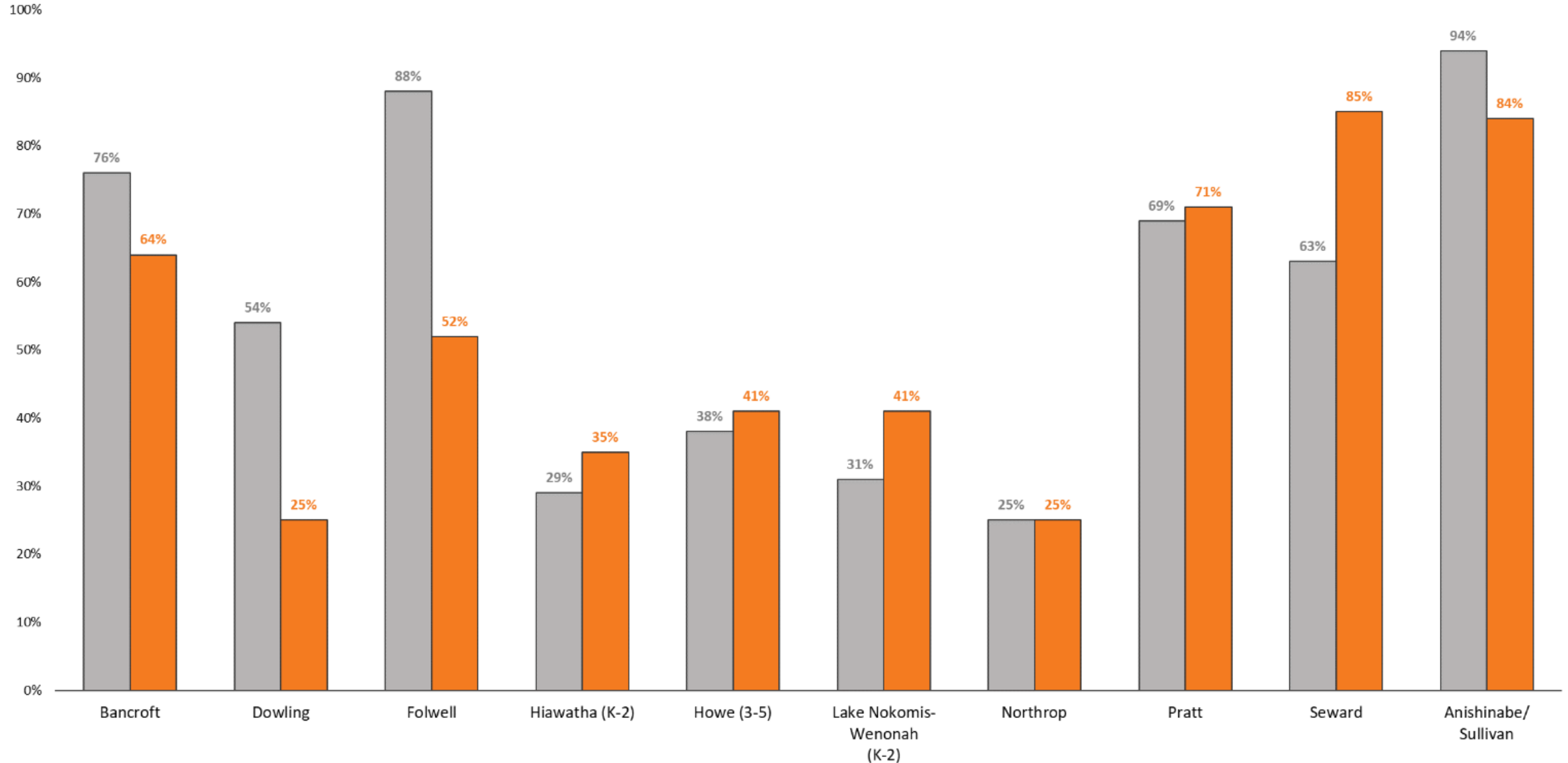
Elementary School (K-5) Building Percent Students of Color Zone 1



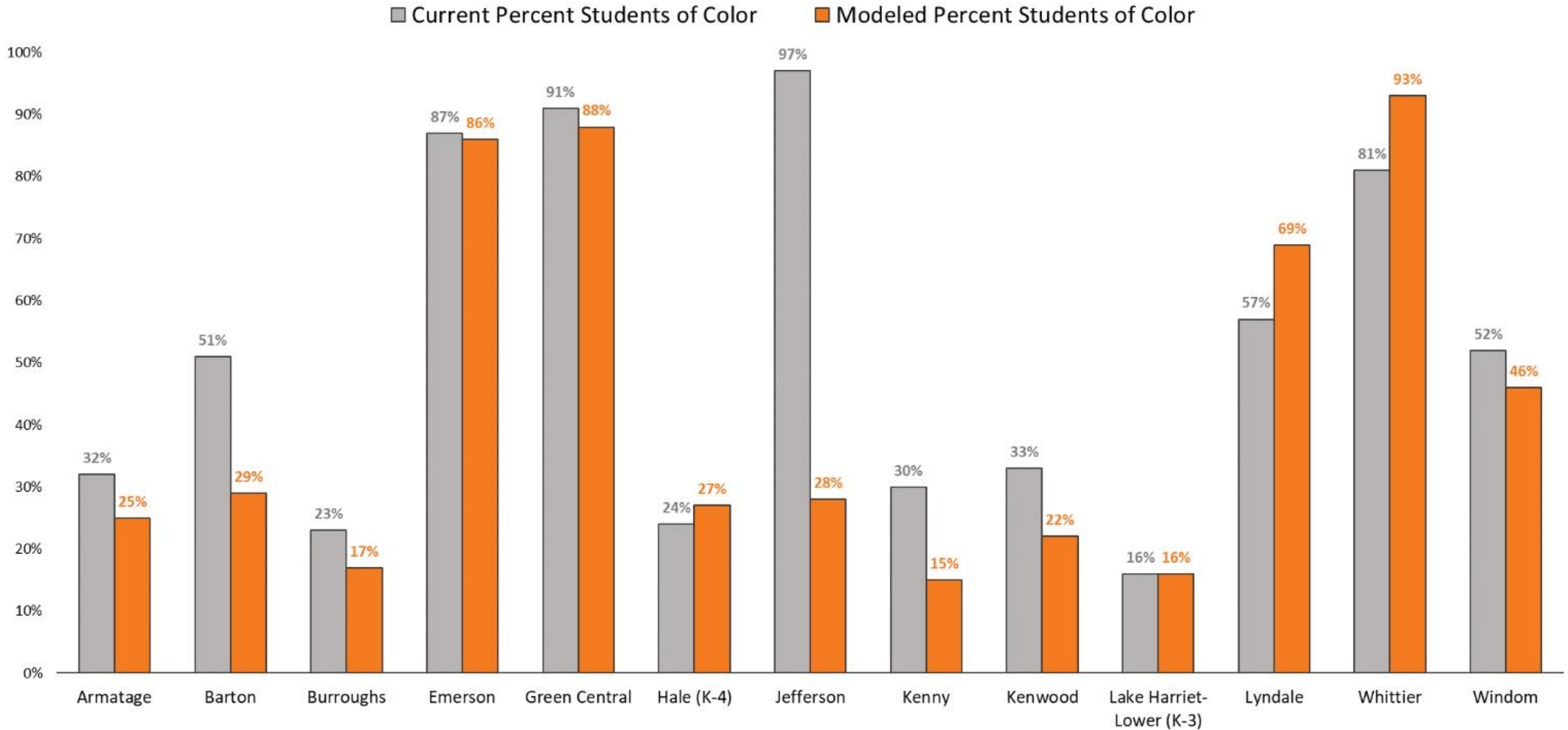
Elementary School (K-5) Building Percent Students of Color Zone 2



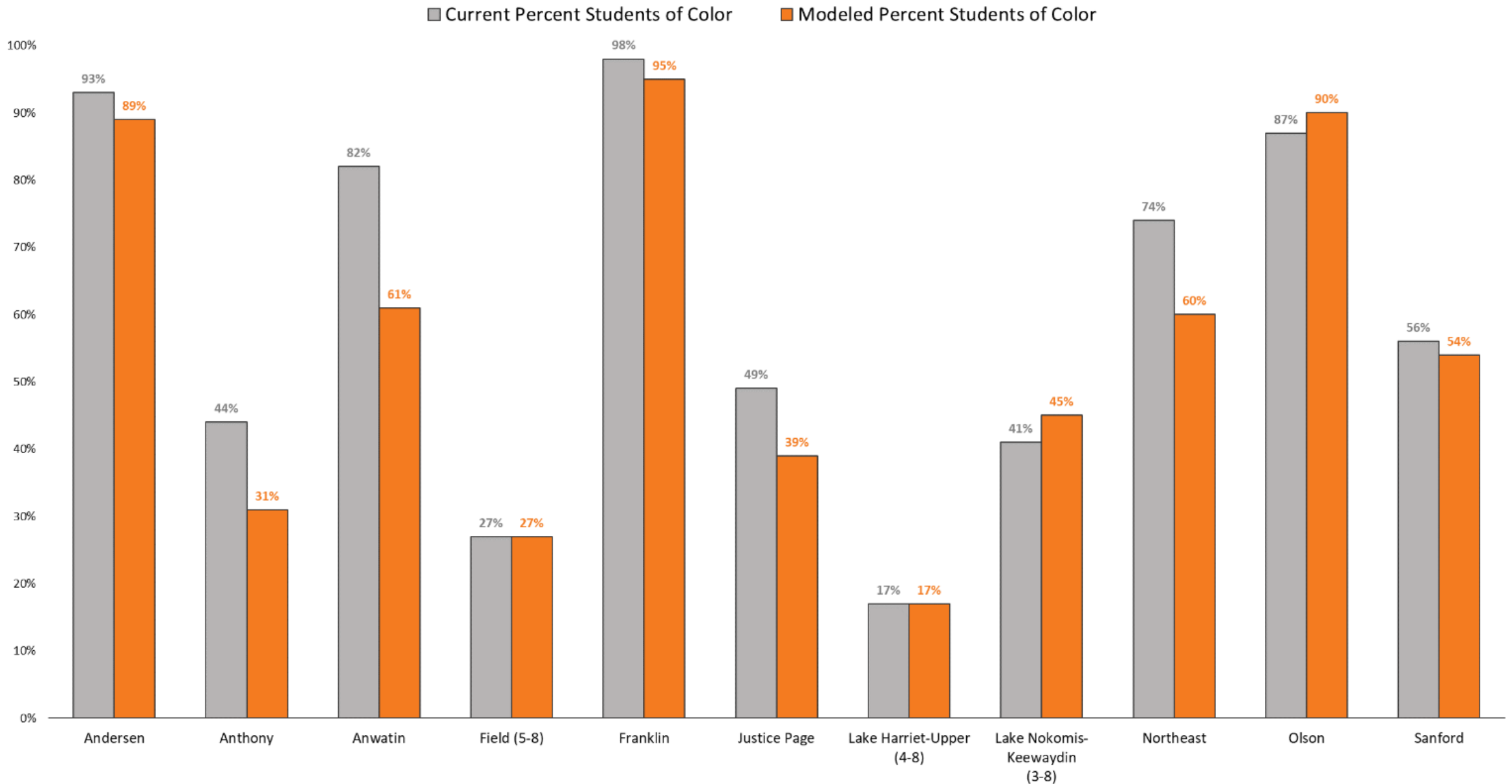
■ Current Percent Students of Color ■ Modeled Percent Students of Color



Elementary School (K-5) Building Percent Students of Color Zone 3



Middle School (6-8) Building Percent Students of Color

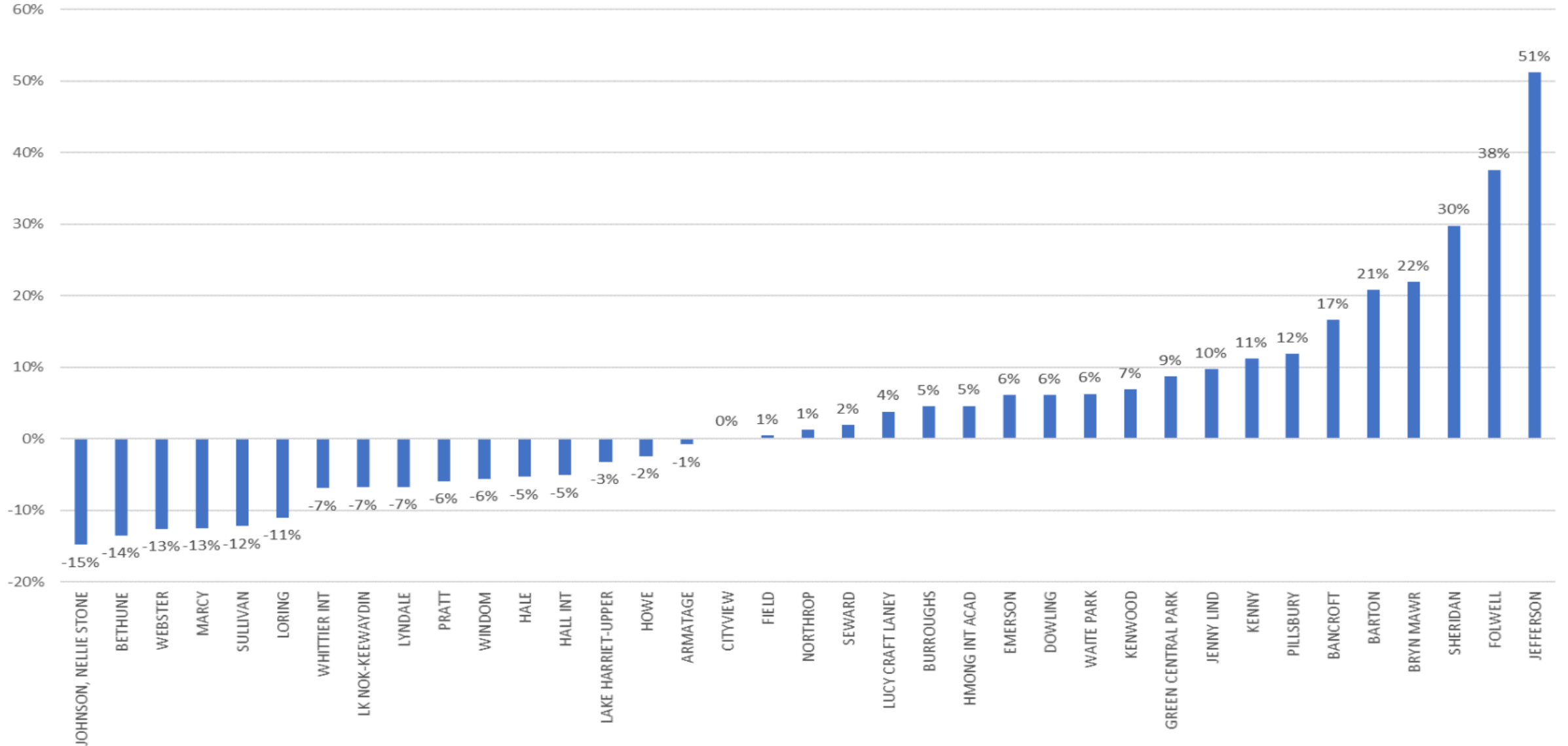


Community School Boundary Study Findings: Modeled Changes in MCA- III Proficiency Rates for Reading and Math

Grades K-5 Percent Proficient on MCA-III Reading



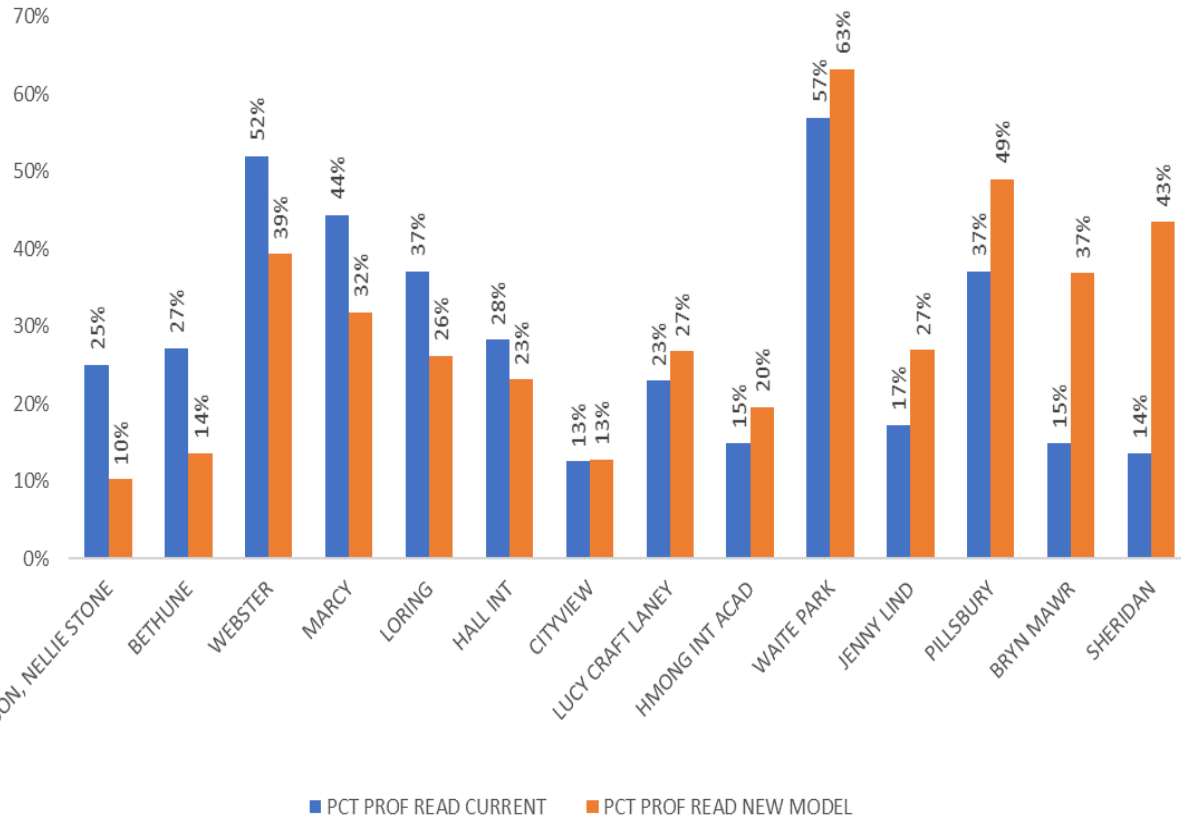
MCA-III READING PROFICIENCY - PROJECTED DIFFERENCE GR 3-5



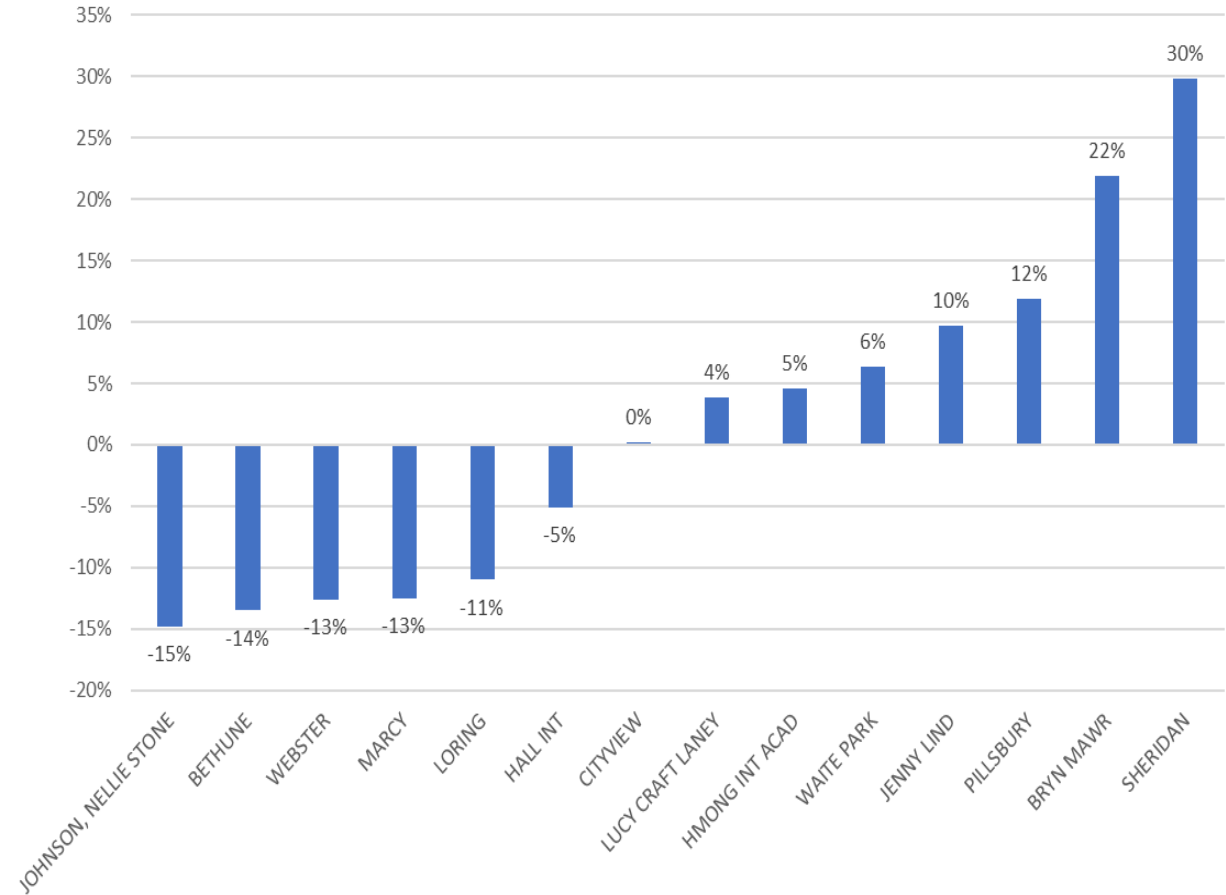
Grades K-5 Percent Proficient on MCA-III Reading



ZONE 1 - MCA-III READING PROFICIENCY - GR 3-5



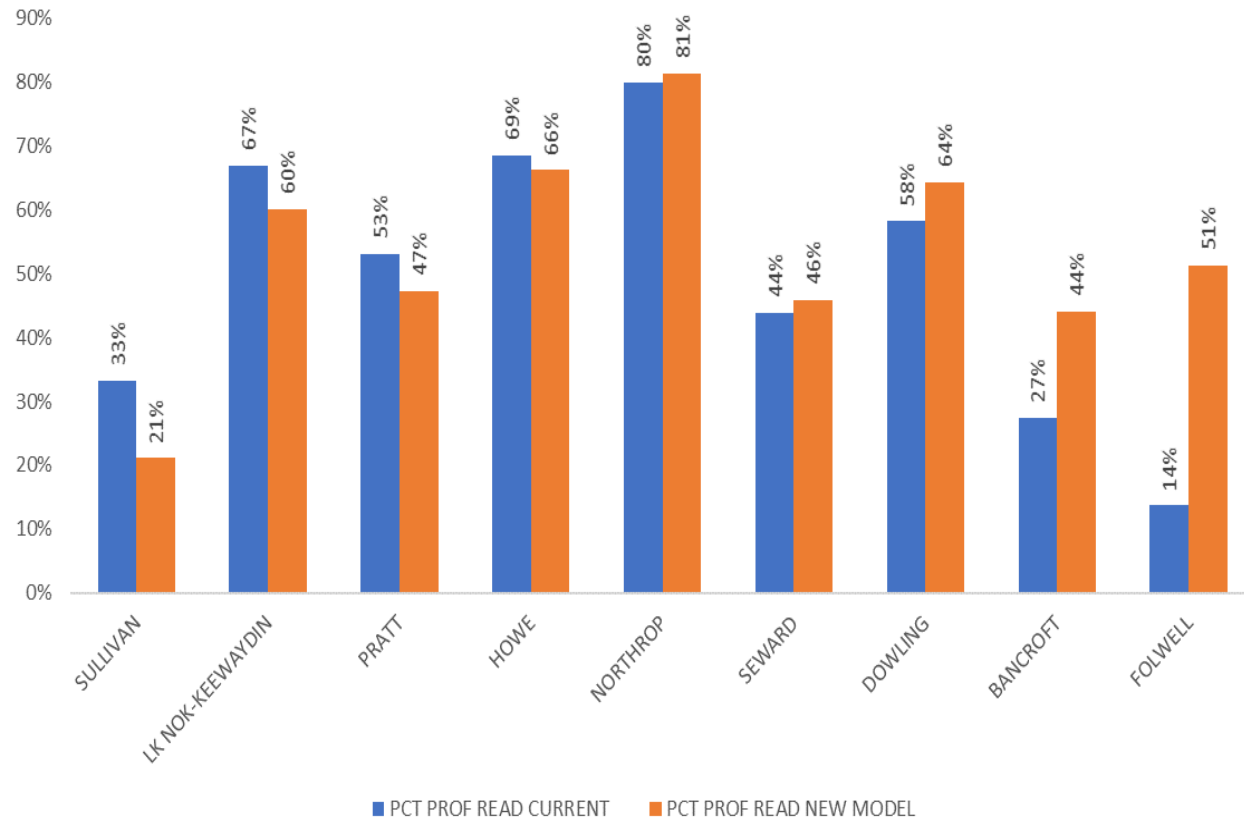
ZONE 1 - MCA-III READING PROFICIENCY - GR 3-5 PROJ DIFFERENCE



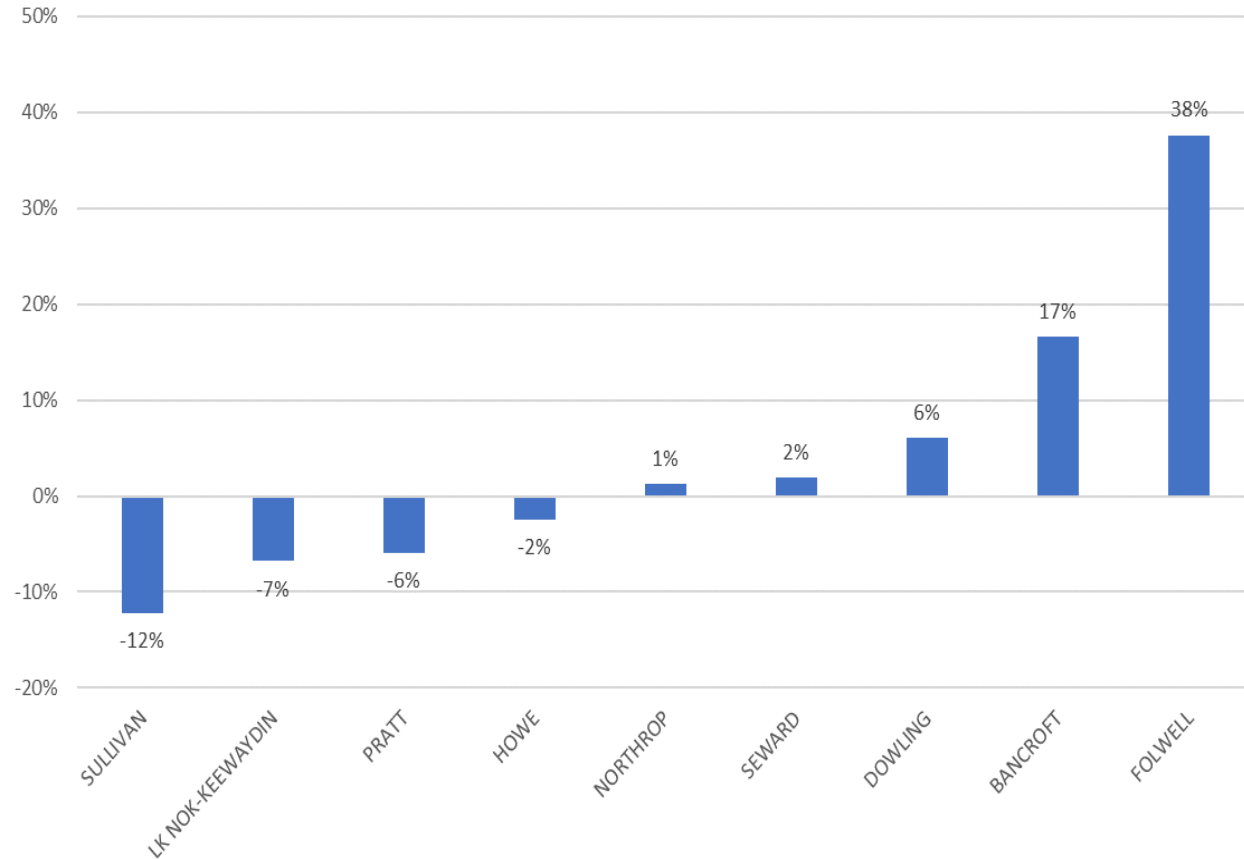
Grades K-5 Percent Proficient on MCA-III Reading



ZONE 2 - MCA-III READING PROFICIENCY - GR 3-5



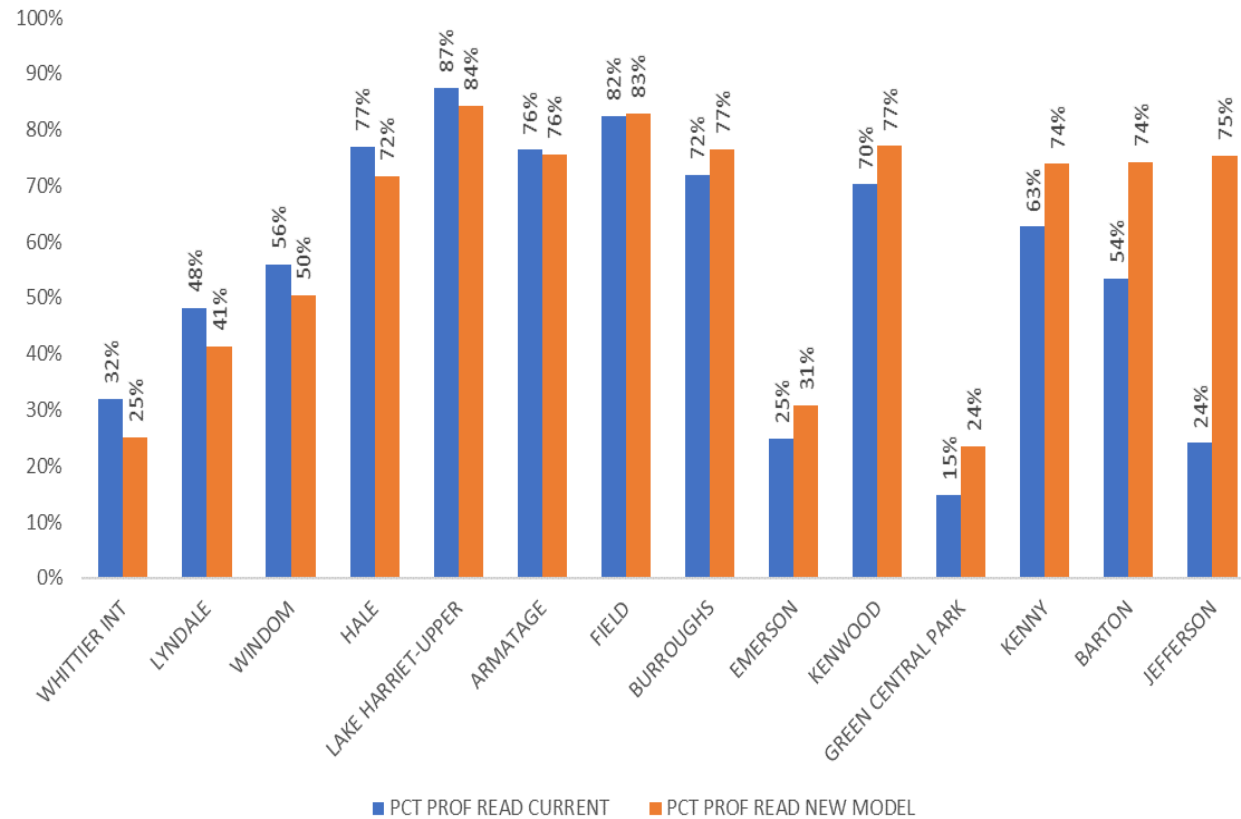
ZONE 2 - MCA-III READING PROFICIENCY - GR 3-5 PROJ DIFFERENCE



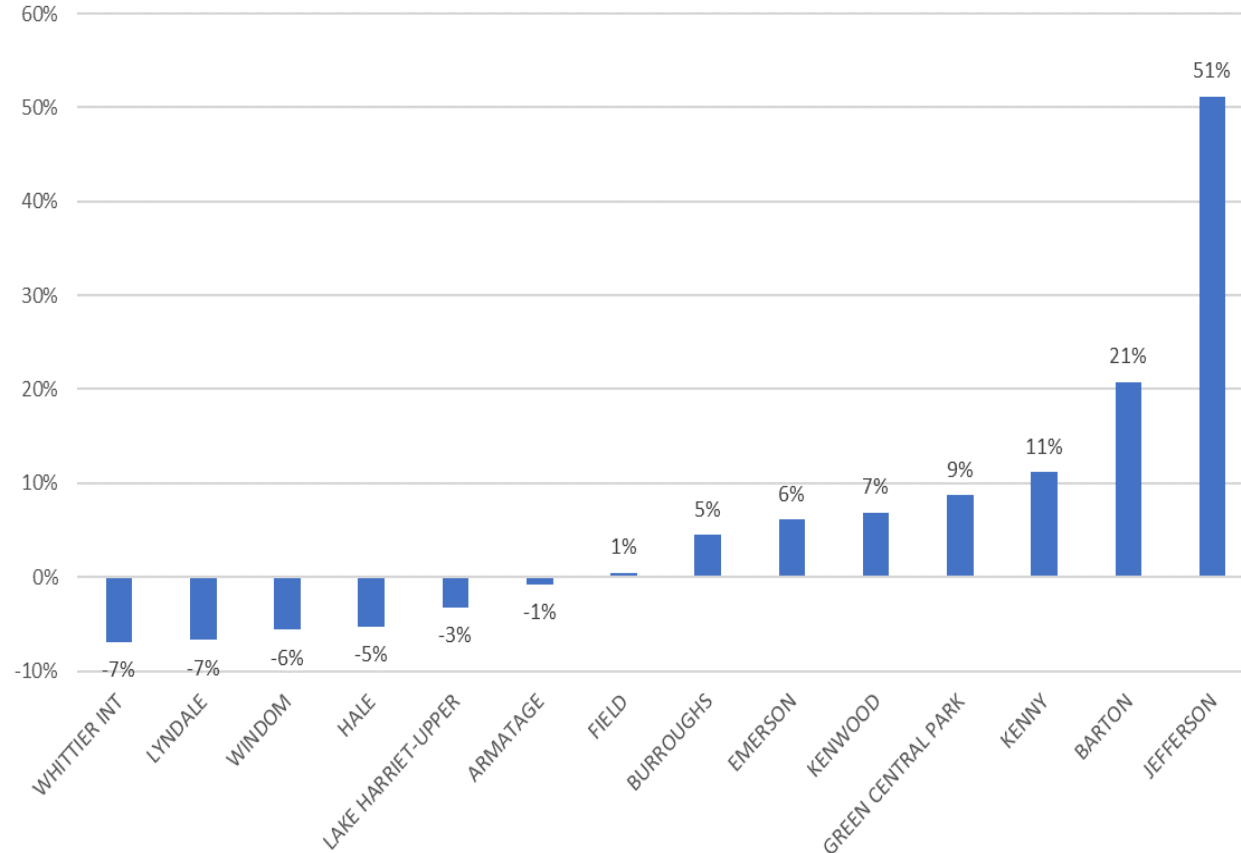
Grades K-5 Percent Proficient on MCA-III Reading



ZONE 3 - MCA-III READING PROFICIENCY - GR 3-5



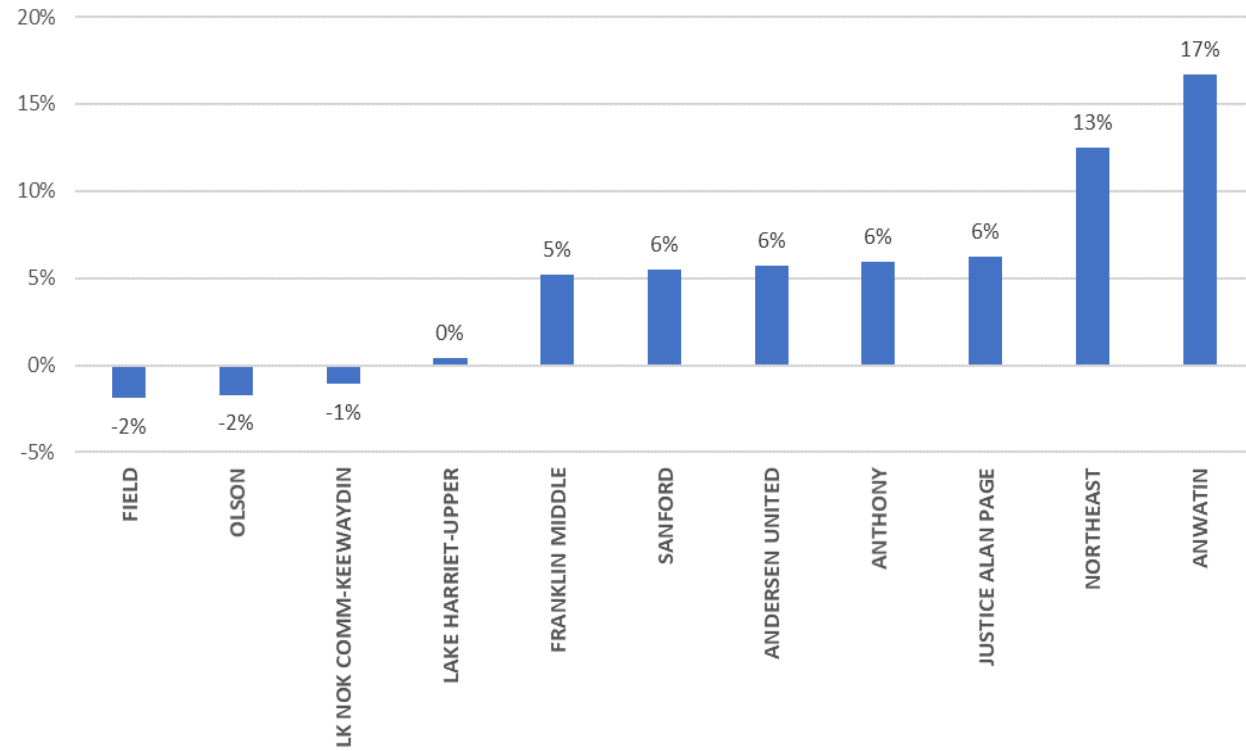
ZONE 3 - MCA-III READING PROFICIENCY - GR 3-5 PROJ DIFFERENCE



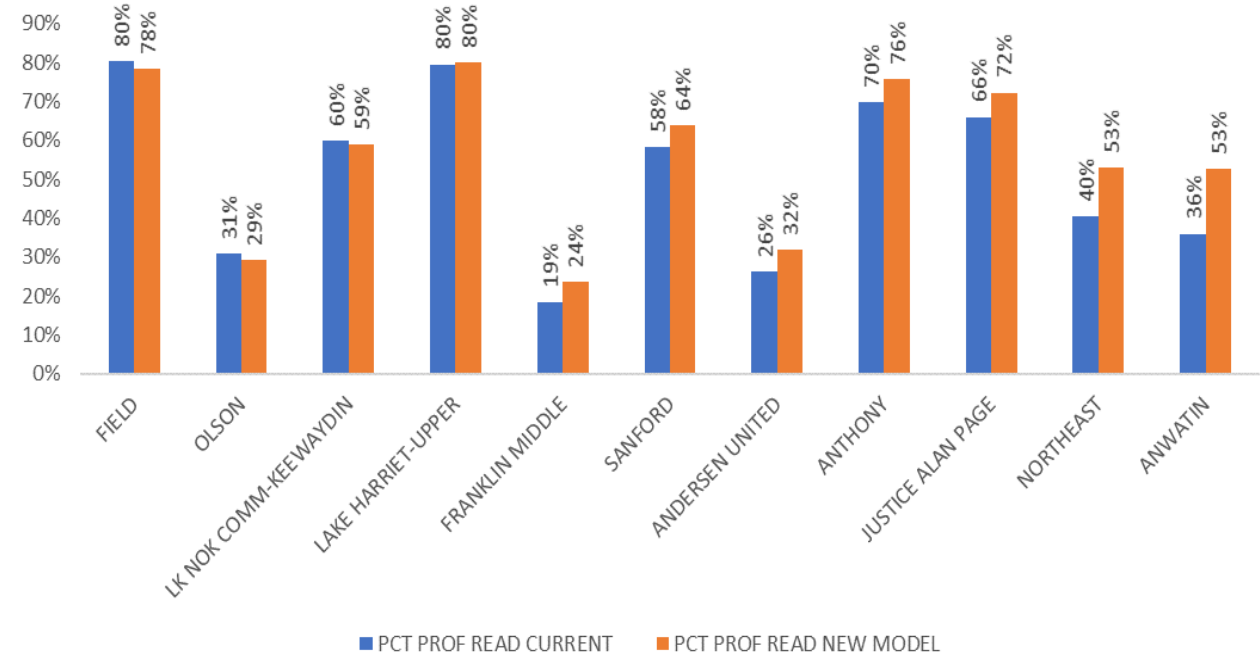
MS 6-8 Percent Proficient on MCA-III Reading



MCA-III READING PROFICIENCY - PROJECTED DIFFERENCE GR 6-8



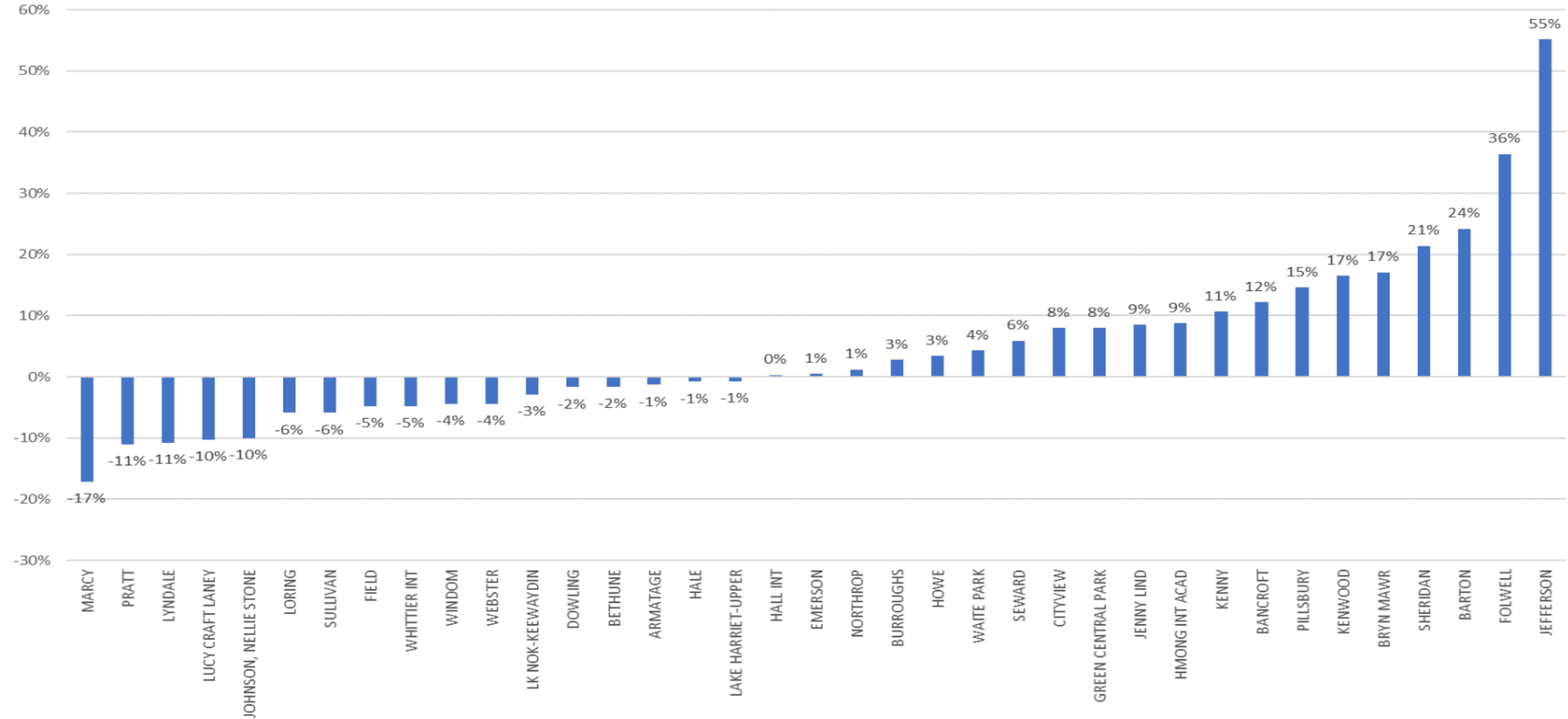
MCA-III READING PROFICIENCY - MS 6-8



Grades K-5 Percent Proficient on MCA-III Math



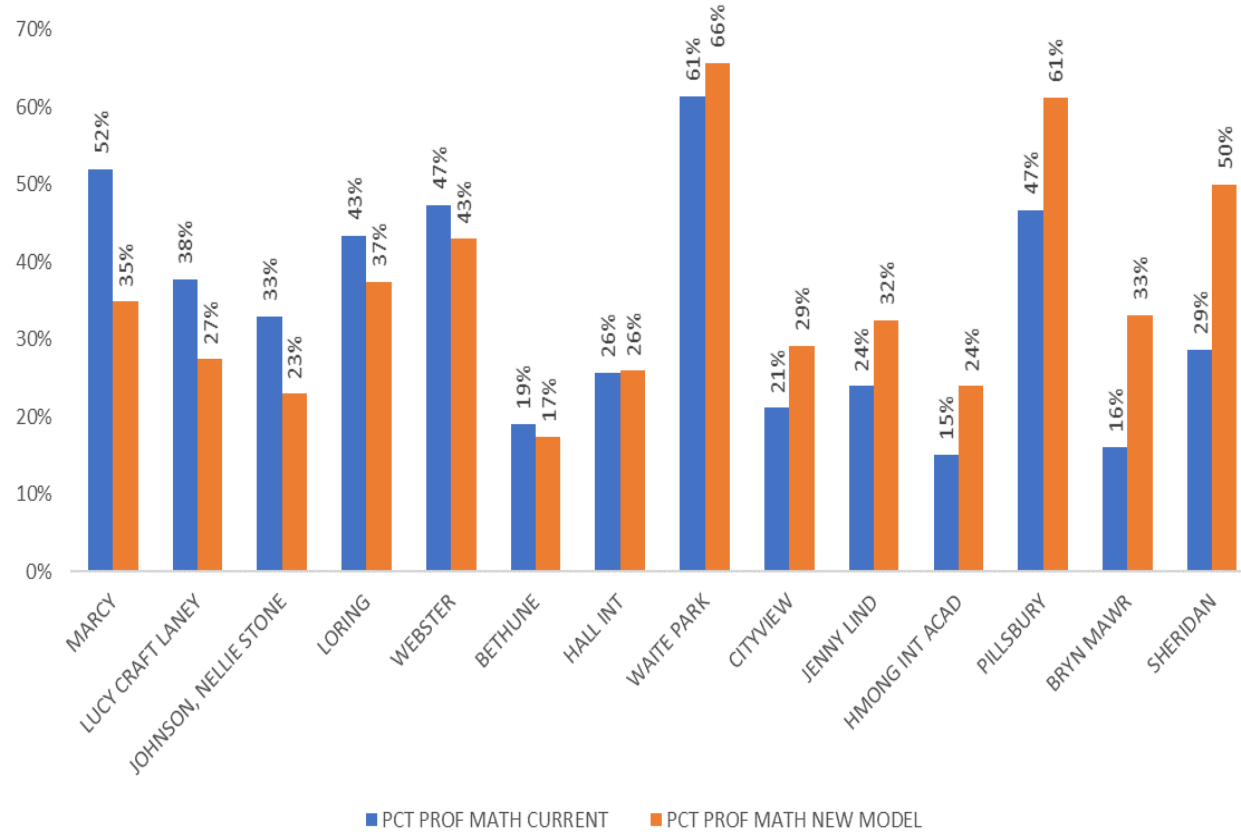
MCA-III MATH PROFICIENCY - PROJECTED DIFFERENCE GR 3-5



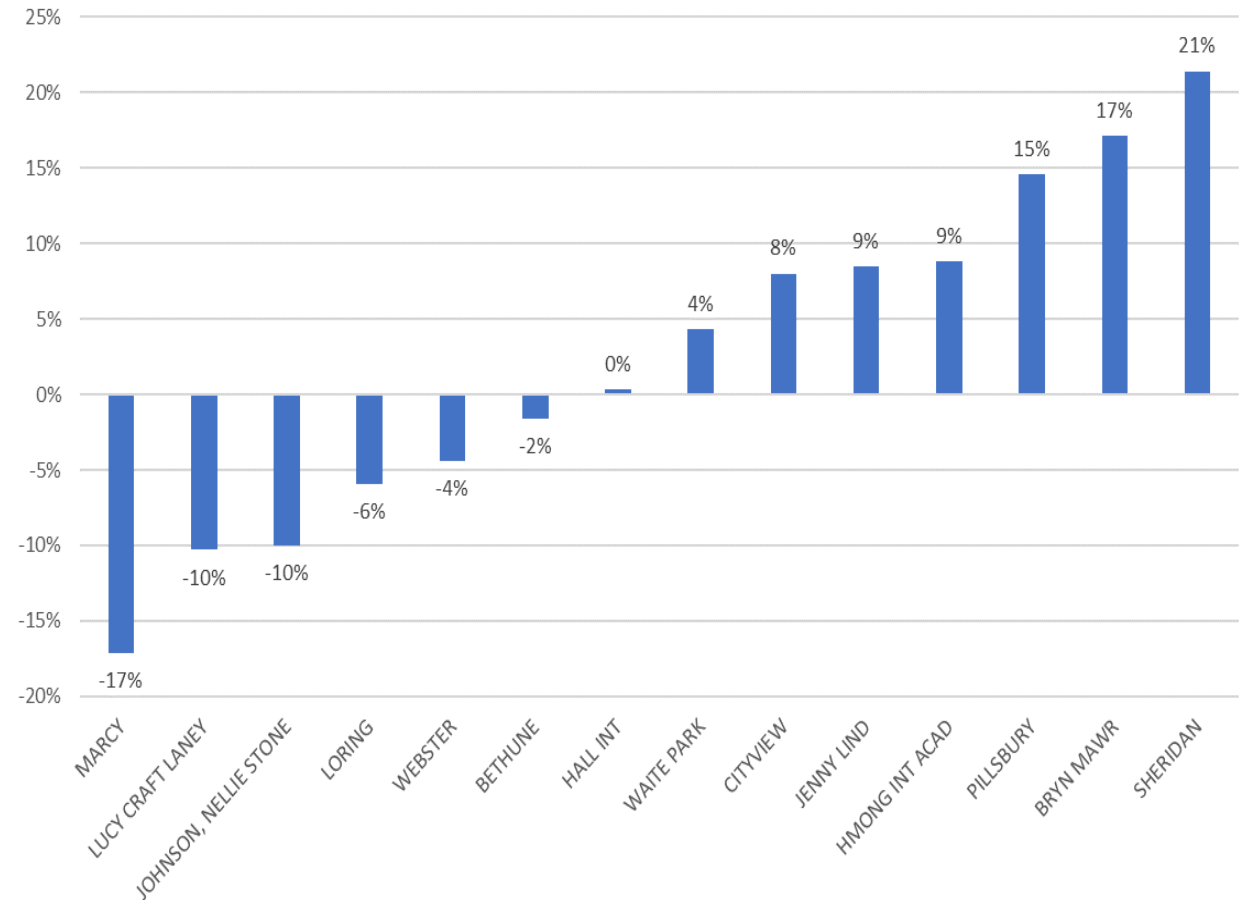
Grades K-5 Percent Proficient on MCA-III Math



ZONE 1 - MCA-III MATH PROFICIENCY - GR 3-5



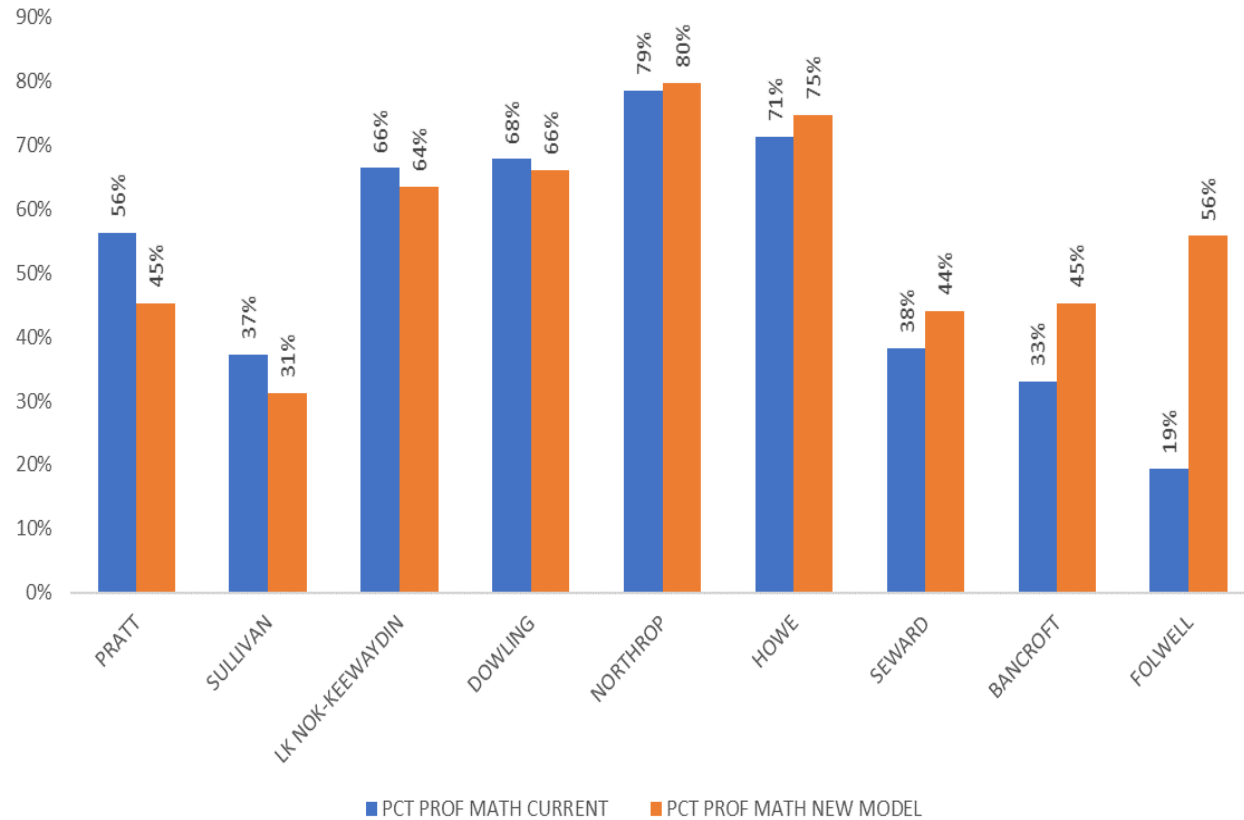
ZONE 1 - MCA-III MATH PROFICIENCY - GR 3-5 PROJ DIFFERENCE



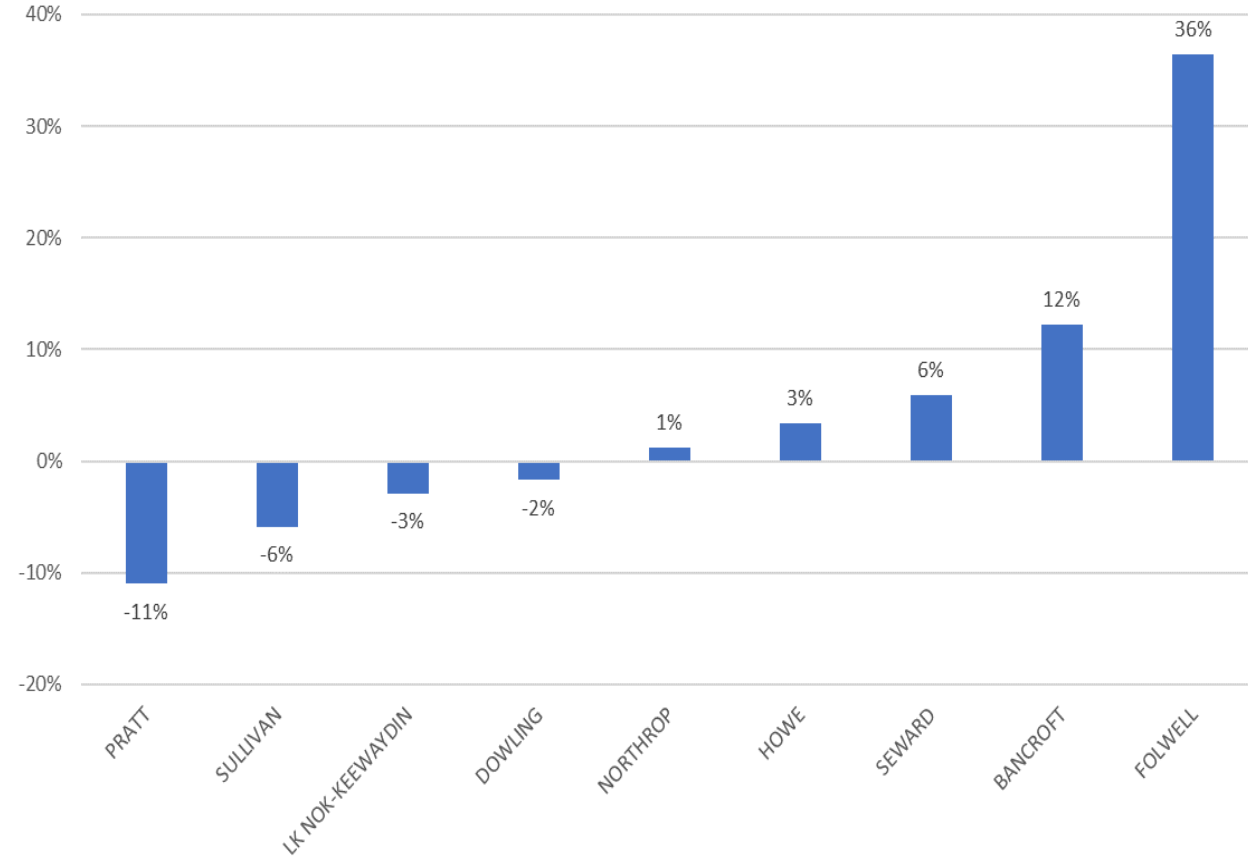
Grades K-5 Percent Proficient on MCA-III Math



ZONE 2 - MCA-III MATH PROFICIENCY - GR 3-5



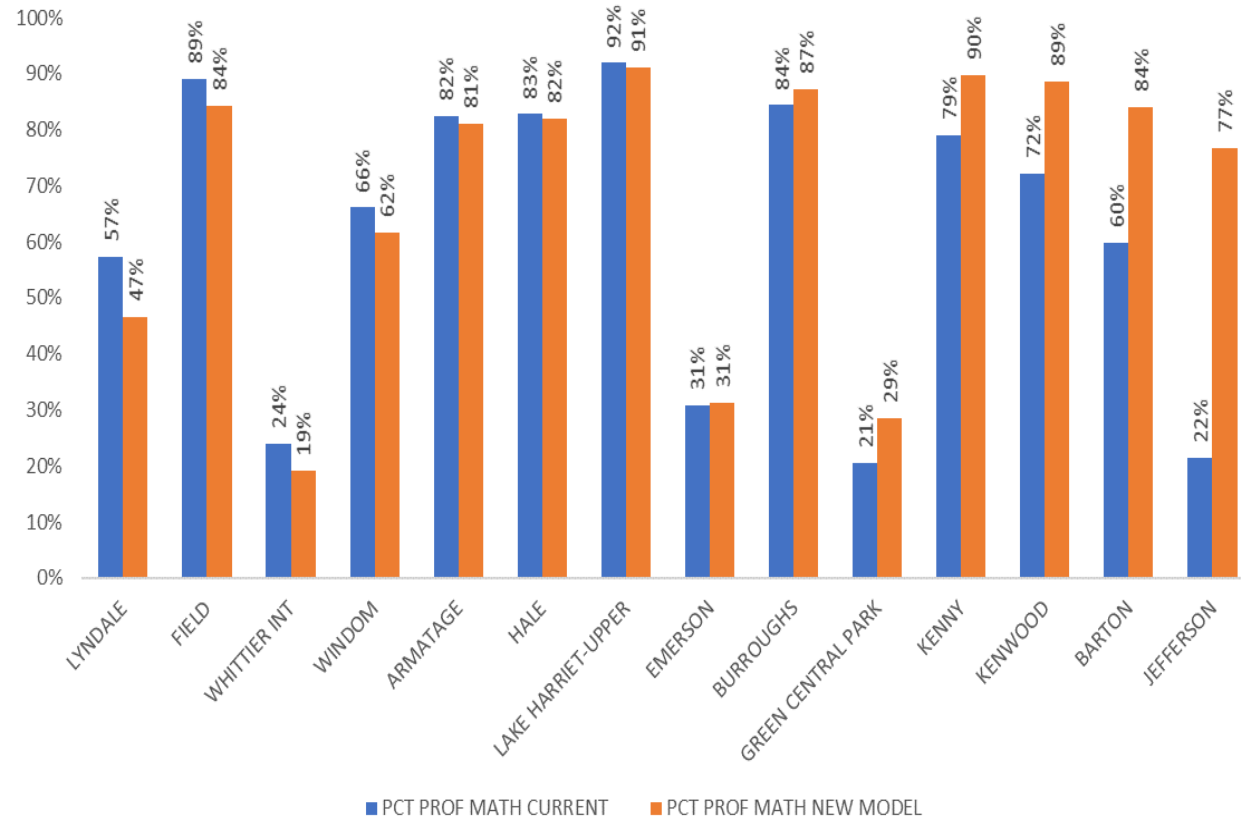
ZONE 2 - MCA-III MATH PROFICIENCY - GR 3-5 PROJ DIFFERENCE



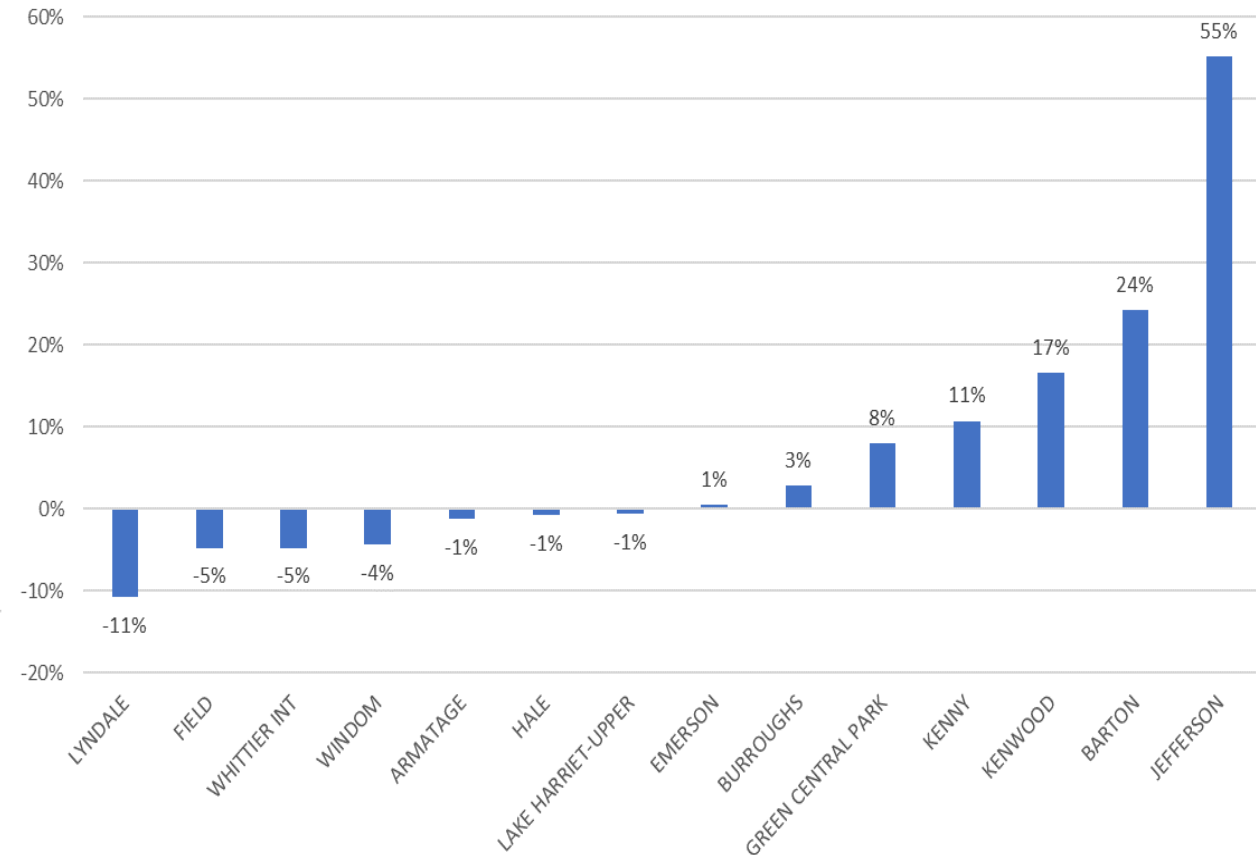
Grades K-5 Percent Proficient on MCA-III Math



ZONE 3 - MCA-III MATH PROFICIENCY - GR 3-5



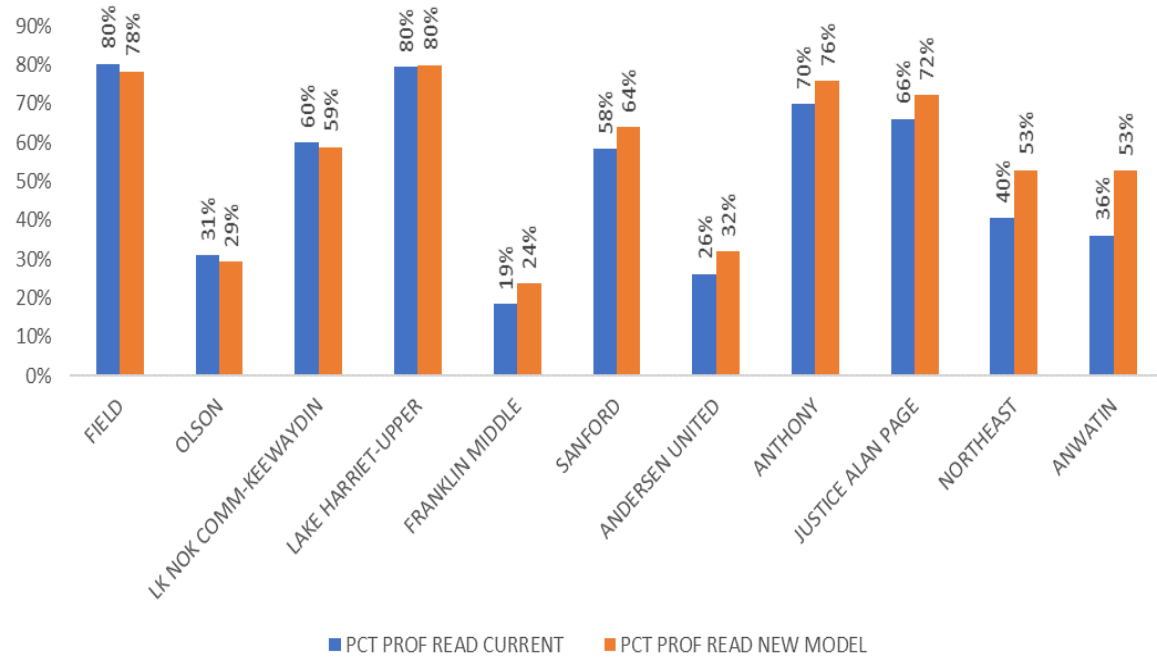
ZONE 3 - MCA-III MATH PROFICIENCY - GR 3-5 PROJ DIFFERENCE



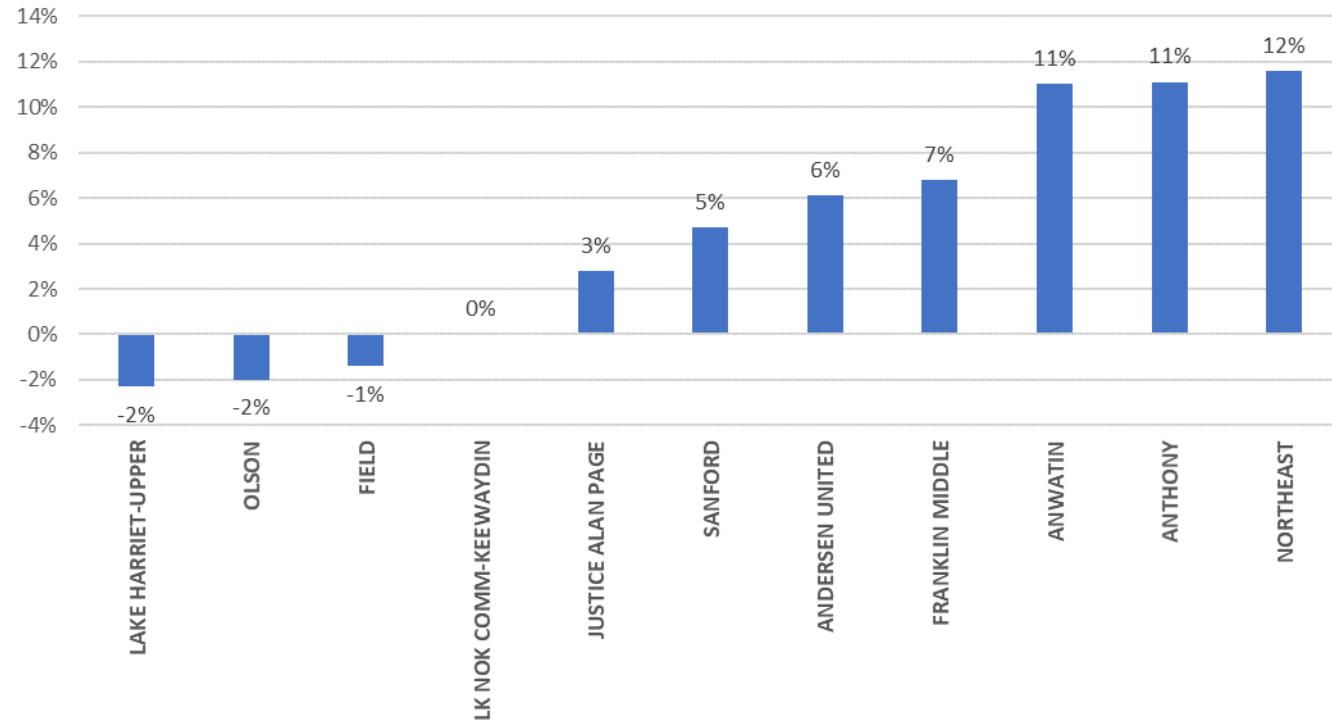
MS 6-8 Percent Proficient on MCA-III Math



MCA-III MATH PROFICIENCY - MS 6-8



MCA-III MATH PROFICIENCY - PROJECTED DIFFERENCE GR 6-8

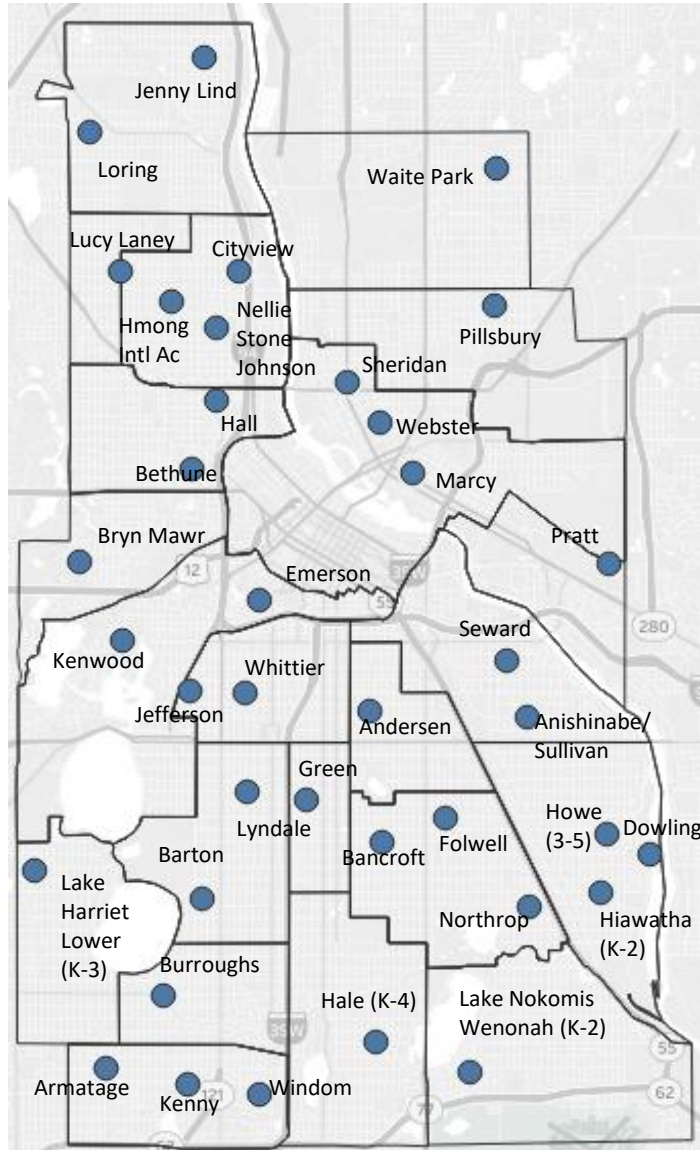


As you think about this study, what do you think your constituents will want to know?

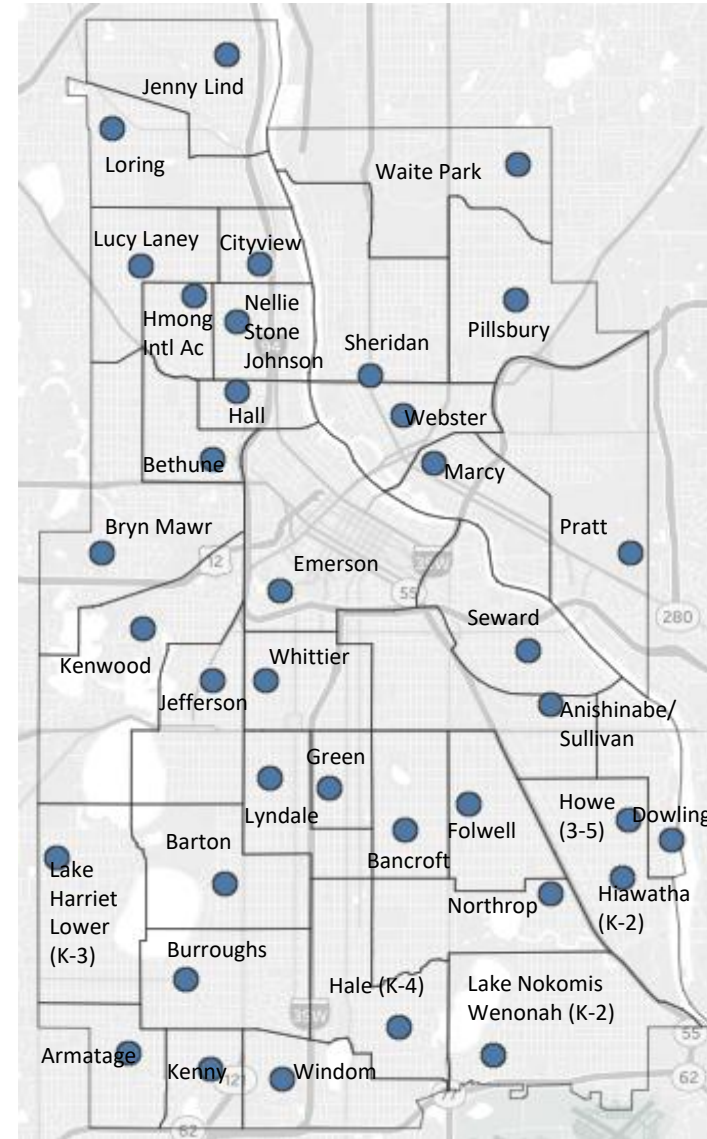
How would you best think we can get community members to think about the larger systemic issues?

Current and Modeled K-5 & 6-8 Boundaries

Current and Modeled K-5 Boundaries

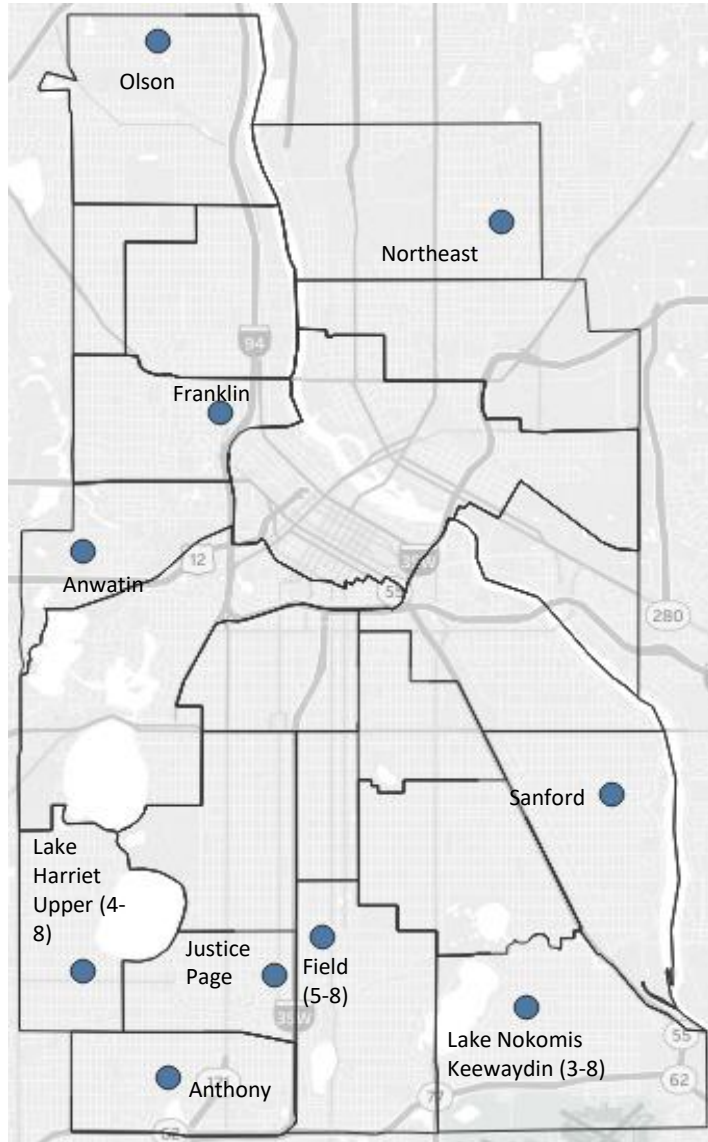


Current Elementary Boundaries

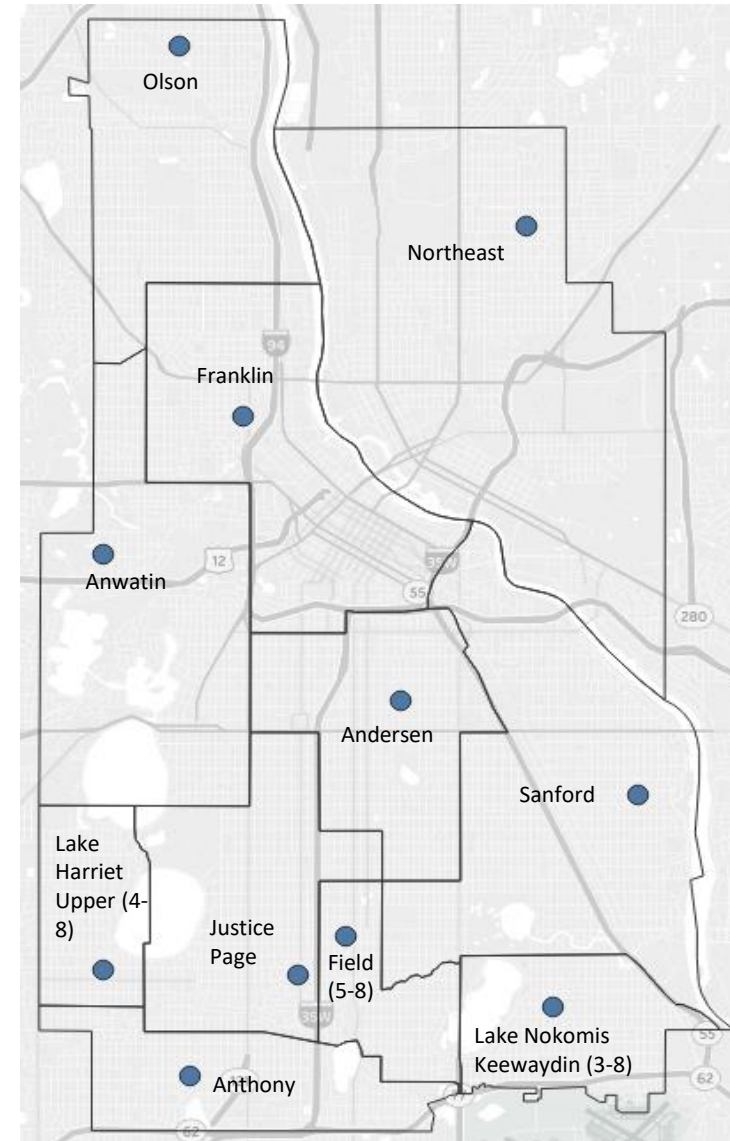


Proposed Elementary Boundaries

Current and Modeled 6-8 Boundaries

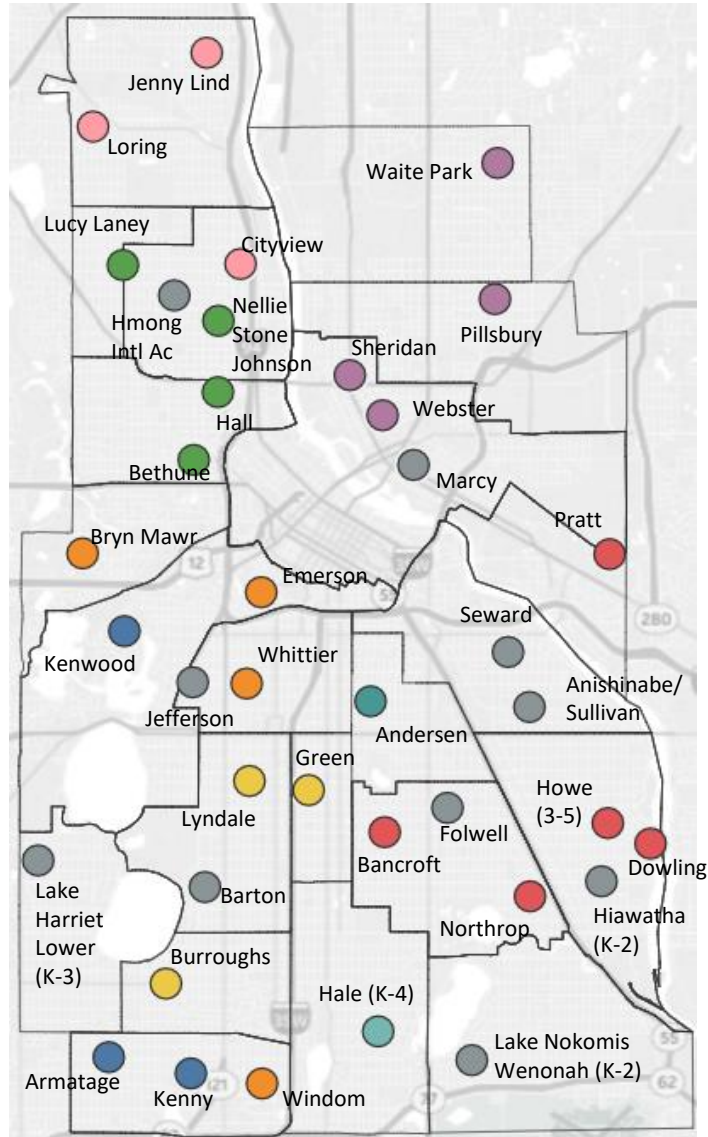


Middle Schools with Current Boundaries

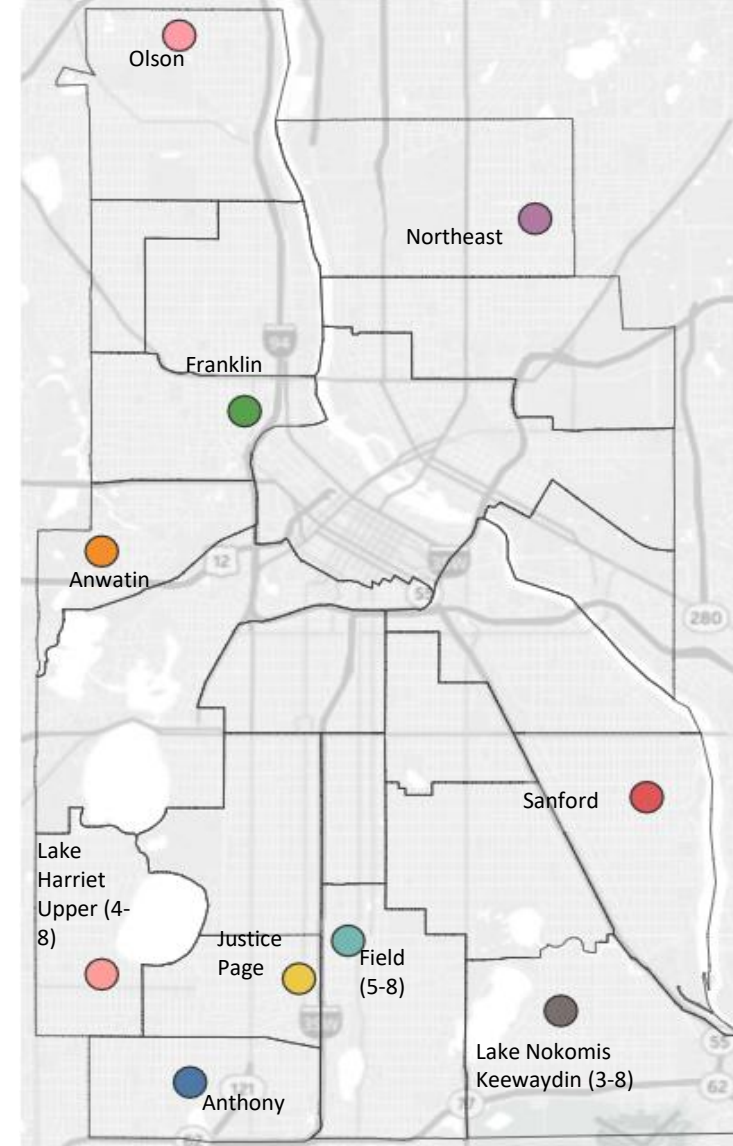


Middle Schools with Modeled Boundaries

Current K-5 & 6-8 Boundaries

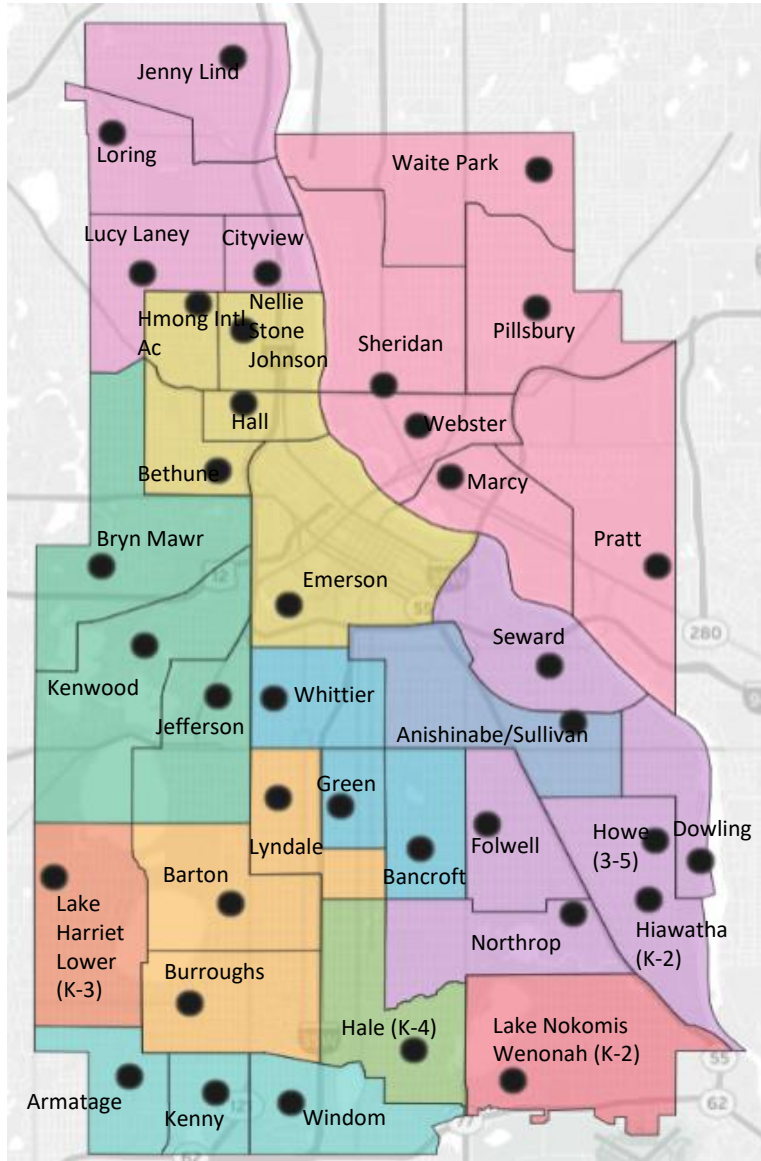


Elementary Schools (K-5 and K-8) and Current Boundaries

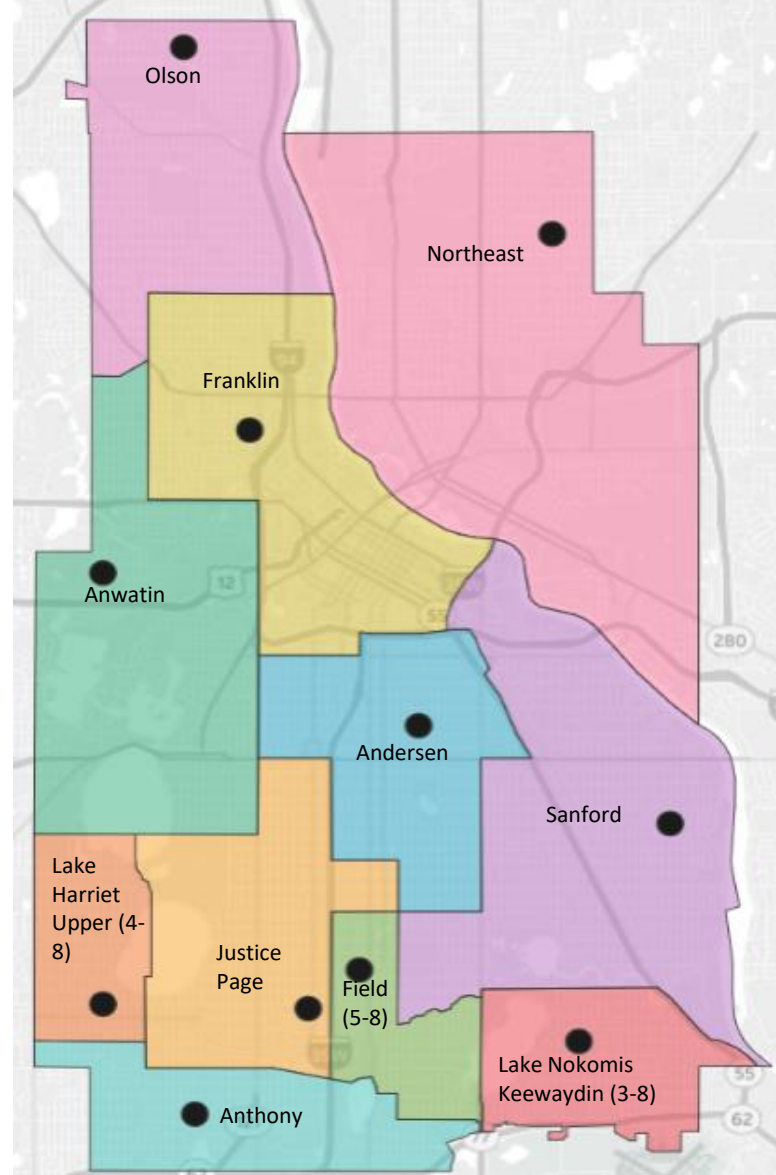


Middle Schools and Current Boundaries

Boundary Study Modeled K-5 & 6-8 Boundaries



Elementary Schools and Boundaries



Middle Schools and Boundaries

Modeled Transportation Impacts



- Magnet school placement and bell times has potential to reduce the number of routes by as much as 20%
- Magnet school placement and bell times will impact cost savings.
- Less complex transportation routes positively impact bell times (three tier system), driver shortages, and access to programming (pending EDIA), and delivery of services
- Shorter walk zones as enrollment strategy could support student retention
- Additional investments for potential placement policy EDIA recommendations

- Further explore changing boundaries relative to cost, school enrollment/balance and projections
- Propose magnet school locations and specialized programming based on efficiencies, equitable access and demand
- Decide on viability of strategic placement of “specialty schools” as a retention strategy
- Decide on viability of school closures due to declining enrollment and building size
- Explore partnership with city government to offer affordable housing in mostly white segregated neighborhoods/community schools
- Identify where to invest any potential transportation savings
- Engagement with multiple stakeholders to refine plan

As you think about this study, what do you think your constituents will want to know?

How would you best think we can get community members to think about the larger systemic issues?

Next Steps

Upcoming Meetings & Topics



Saturday, November 23: Initial Boundary Study presentation

Tuesday, November 26: EDIA recommendations on school choice & placement policies and procedures

December 2 – 20: Budget & CDD survey

Tuesday, December 10: Synopsis of Nov. 23 & Nov. 26th discussion

Thursday, December 12: Boundary Study – Phase 2 discussion

Tuesday, January 14: Model for feedback and engagement

January 15 – February 28: Feedback and engagement

Appendix

SPECIAL SCHOOL DISTRICT NO. 1
Board of Education

October 7, 2019

Resolution on Comprehensive District Design Guiding Values

WHEREAS, Structural and policy level factors exist within Minneapolis Public Schools that deprive students of the educational experience they need and deserve; and

Vast differences in outcomes and experiences for students exist by race, geography, housing status, and other characteristics; and

As the elected governing body of Minneapolis Public Schools, we are responsible for the outcomes and experiences of our students and for setting a vision, and then providing sufficient resources, enacting policies, and offering support for a Superintendent to deliver on it.

SO, THEREFORE, BE IT RESOLVED that the Board of Directors of Special School District No. 1, hereby directs and empowers the Superintendent to bring forth a set of recommendations, collectively known as the Comprehensive District Design, for Board action that incorporates the following:

Full text of board resolution:



- Provides a well-rounded, early childhood through graduation, education so every student in every part of the city is equipped with the academic, social/emotional, and technical skills to be successful in college and/or career
- Incorporates articulated thematic and/or specialized programming and predictable staffing to support academic opportunities for students
- Is accessible to all parts of the city
- Is rigorous, relevant, and responsive to student interests and goals
- Includes a plan for a career and technical education (CTE) continuum that includes career exploration, career readiness courses, and career skills and credentials
- Includes a plan for special education so students can access services near their home and that does not perpetuate school segregation or concentrate services
- Includes a plan that allows students learning English to access schools using best practice methods and includes a holistic multilingual programming continuum
- Is achievable and sustainable
- Ensures equitable access to rigorous academic and credit attainment opportunities
- Recognizes that racially and economically integrated schools benefit our students and are an asset to our community. Plans should:
 - Remove elements within our control that further segregation, including placement policies and school pathways
 - Reduce the number of racially isolated schools
 - Strategically place, draw boundary areas for, and enroll magnet schools that create integrated school environments without increasing segregation at other schools--any such magnets should be supported and funded accordingly
 - Not exclusively use the transportation of one group of students to achieve integration

FURTHER BE IT RESOLVED that plans should support existing priorities for student learning within Minneapolis Public Schools, including:

- Continued focus on the four core priority areas (multi-tiered systems of support, equity, literacy, and social emotional learning), that will improve instruction for students of color and Indigenous students
- Culturally responsive curricula including, but not limited to Ethnic Studies and STEAM (Science/Technology/Engineering/Arts/Mathematics)
- Implement a racial equity focused school climate plan that will improve student retention, family and staff experiences, and student learning
- Continue to recruit and retain staff of color
- Continue to support the Full-Service Community School model

FURTHER BE IT RESOLVED that the process to develop recommendations and plans must utilize the following guiding principles:

- Be informed by data, research, and strong rationale provided for any significant changes
- Be grounded in student, parent, educator, and community member input—with a prioritization of the voices of students of color, Indigenous students, immigrant students, and their families
- Be critically analyzed through an anti-racist and proactively equity-focused lens

FURTHER BE IT RESOLVED that as a Board, we commit to:

- Act when needed, even if difficult
- Stand behind adopted actions with budget and other necessary resources
- In accordance with our EDIA policy, address any policies that perpetuate institutional racism
- Regularly revisit our actions to ensure follow through and accountability

AND FINALLY, BE IT RESOLVED that the Minneapolis Board of Education renews our call for partners and leaders to address the significant external factors impacting our students' lives by:

- Providing safe, affordable, and stable housing opportunities throughout the city
- Eliminating unintended consequences of state and federal school choice policies
- Fully funding education, especially special education and multilingual services
- Protecting our immigrant students, families, and staff

Challenges

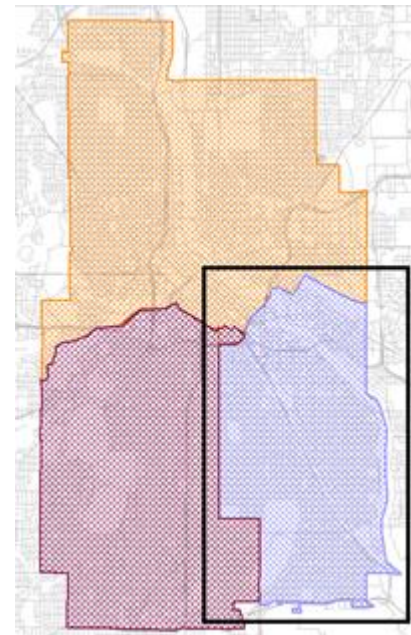
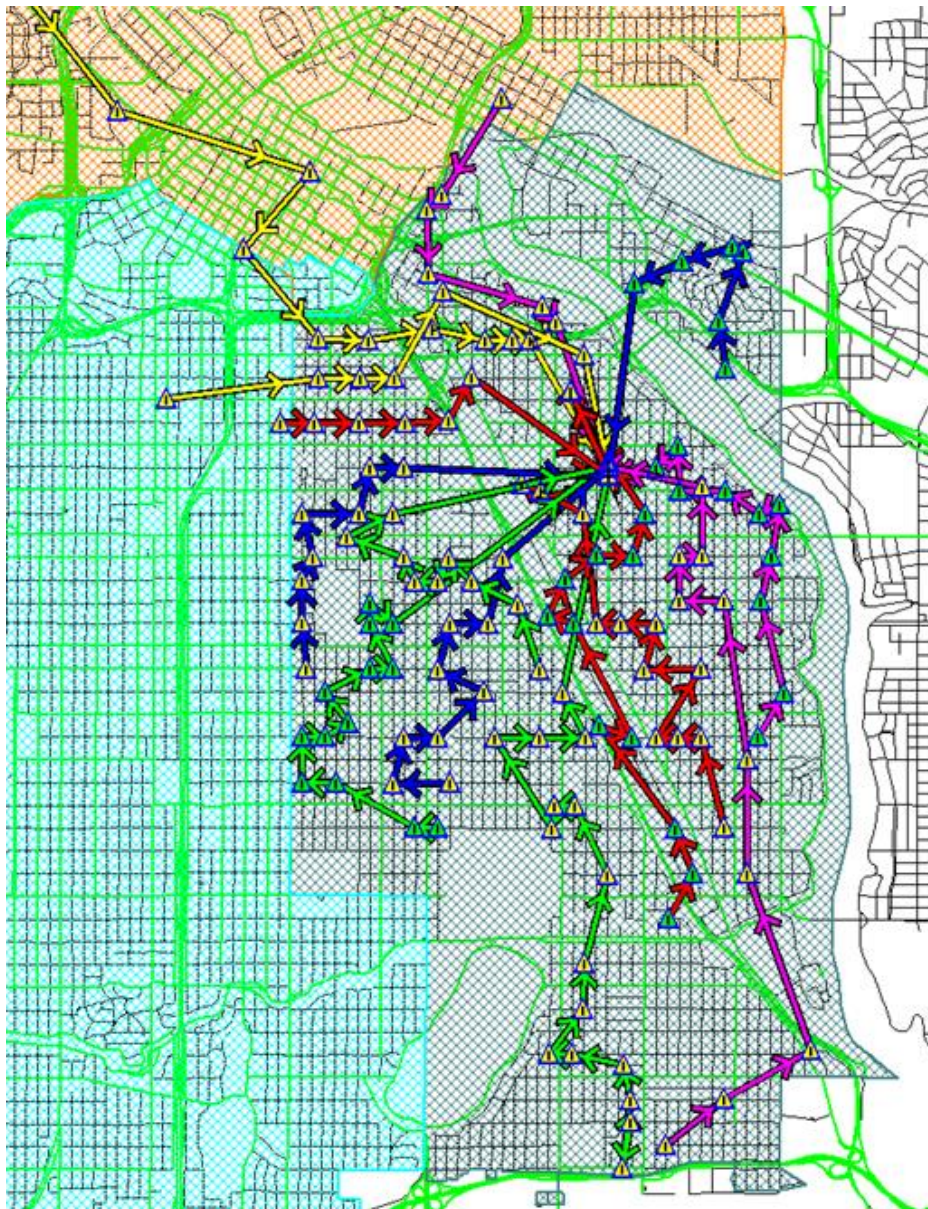


Segregated Communities	Housing segregation and choice has contributed to deep concentrations of poverty and pockets of underachievement. The end result is achievement predictable by race and income.
Open Enrollment	Choice has unintentionally contributed to racial, economic, and parent engagement flight that exacerbates concentrations of poverty. For every one student gained, MPS loses 22 students through school choice. Minneapolis has 13 K-8 buildings below 350 enrolled students. Nine have less than 300.
School Climate	In numerous district surveys, parents indicate that school culture and climate, safety, and academics are the lead drivers for choosing schools and/or leaving the district
Magnet School Integration	Although Magnet programs can enhance integration, there has been no significant outcomes from MPS Magnet School strategy.
Belief Gap	Defined as the persistent and deep divide between what parents believe their children are capable of and what MPS adults believe the children can do.
Teacher Diversity & Quality	There is a misalignment of the number of candidates pursuing specific license areas and hiring needs (e.g. social studies vs. special education). The vast majority of new teacher candidates are white and there are limited teacher candidates of color, especially in hard to fill areas. MPS also experiences inconsistent preparation of new teachers.
Inequitable Distribution of Quality Instruction	MPS teachers tend to move into schools with lower levels of poverty throughout their careers through the interview and select process. This creates turnover and vacancies at higher-need schools that tend to be filled by newer or less-experienced teachers.

Current Transportation Routes



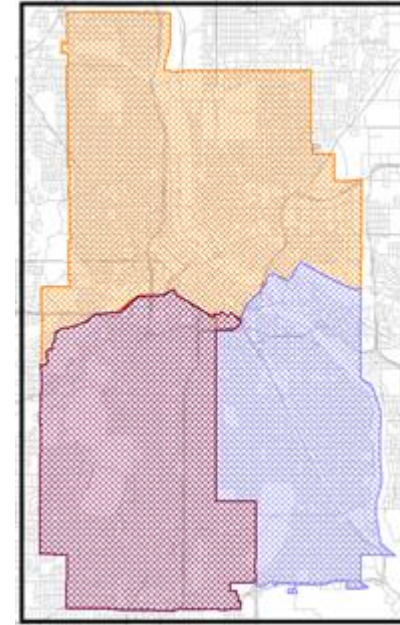
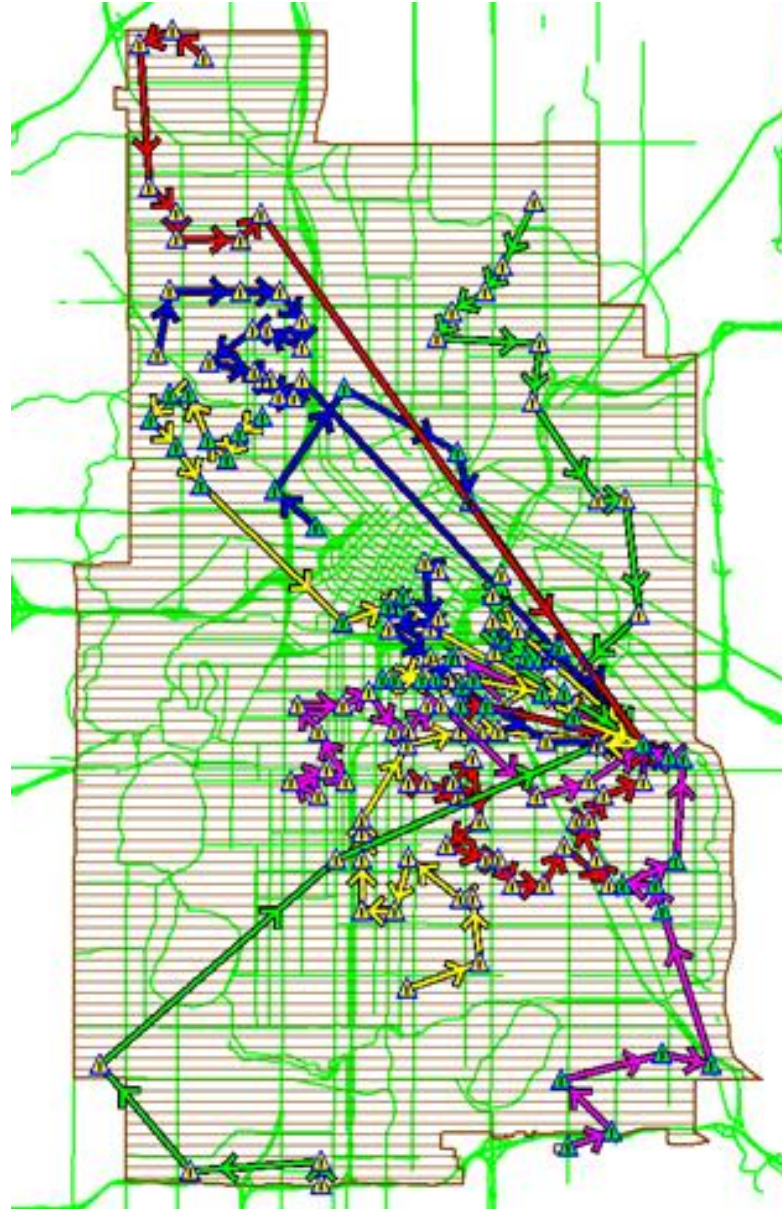
Seward



Current Transportation Routes



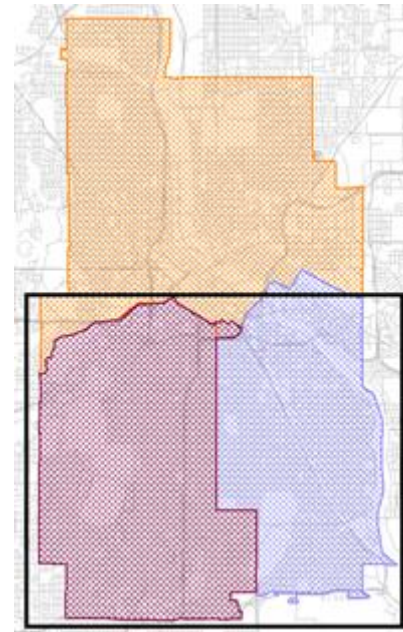
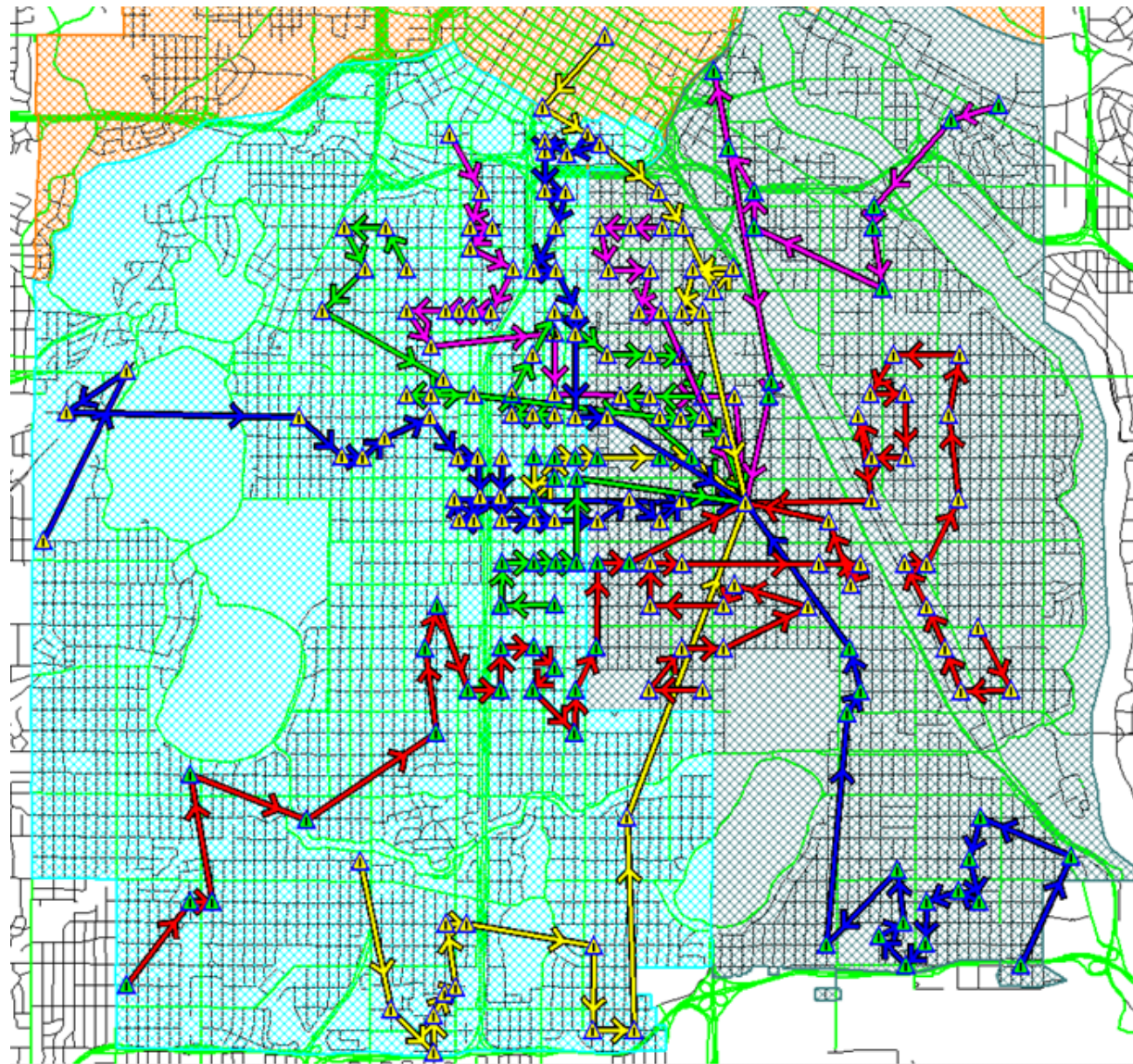
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Current Transportation Routes



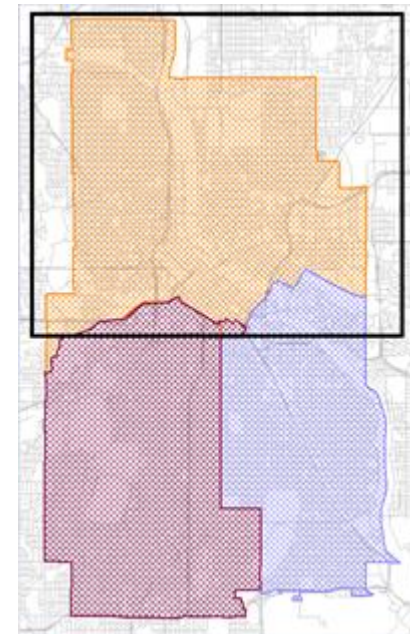
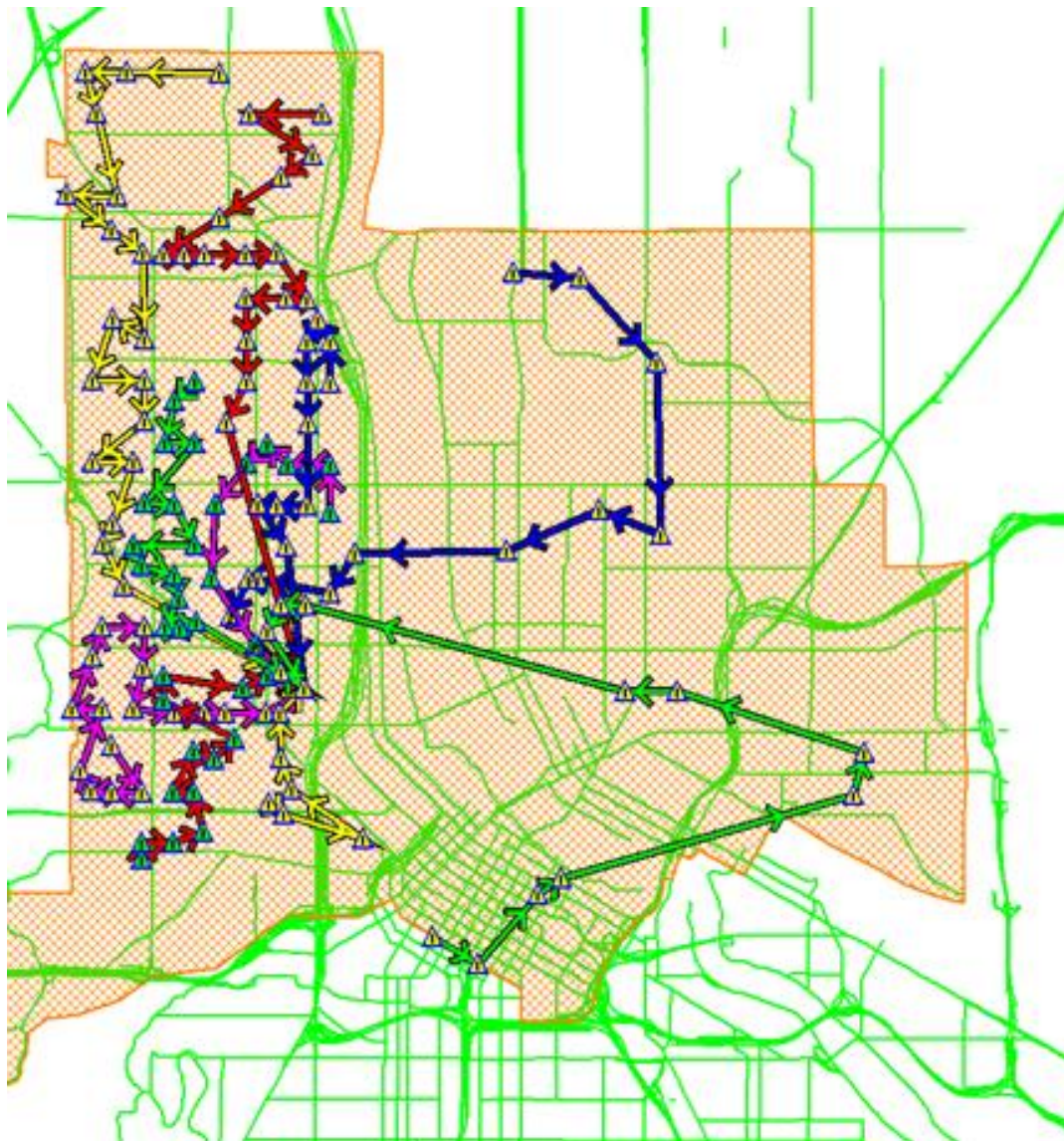
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Current Transportation Routes



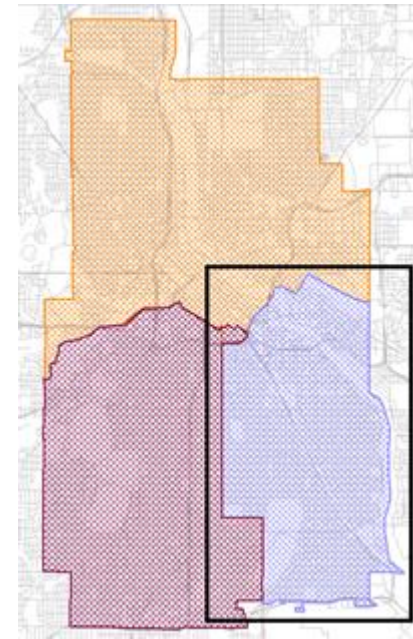
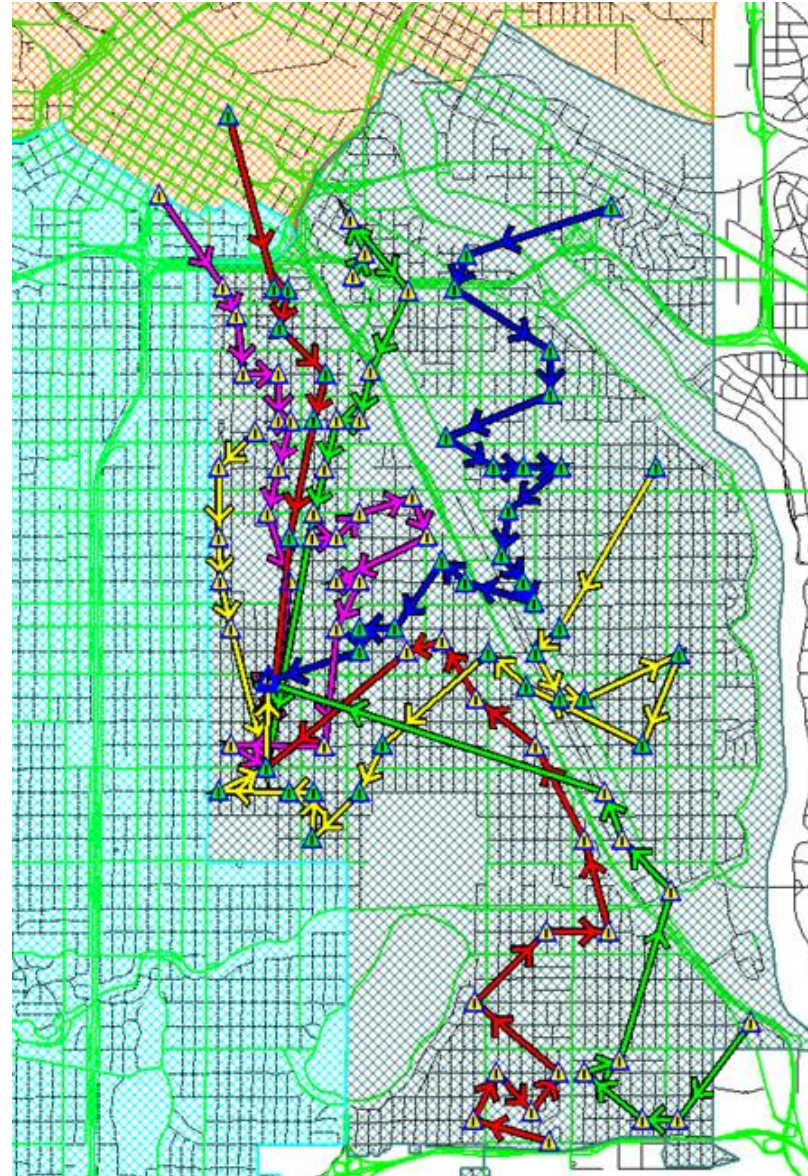
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Current Transportation Routes



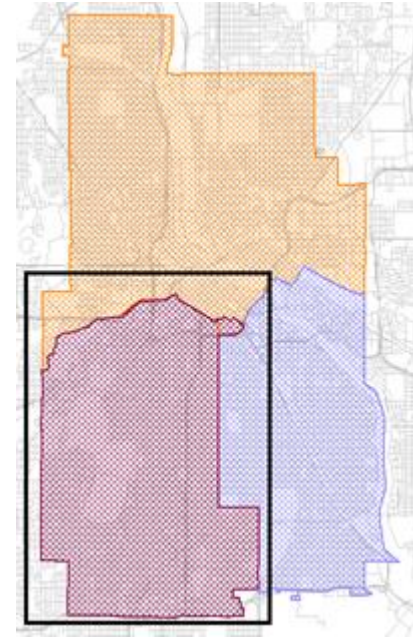
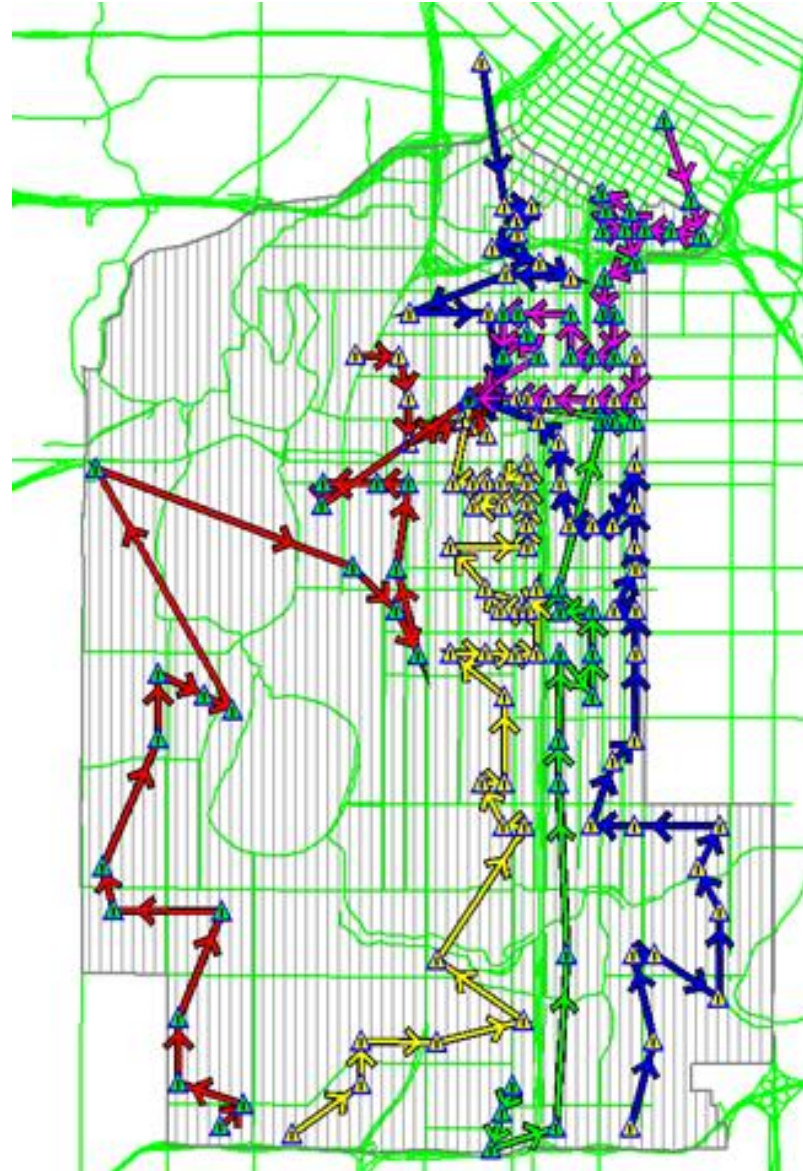
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Current Transportation Routes



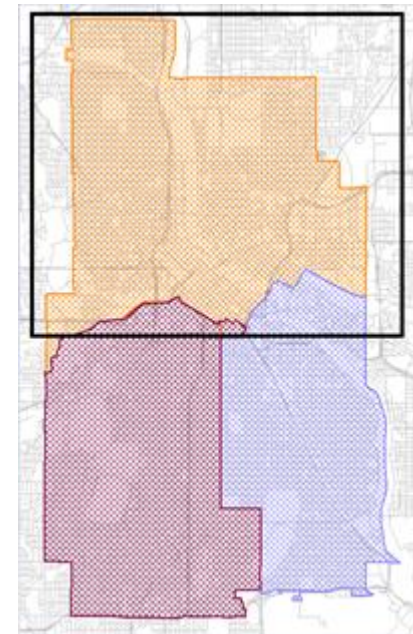
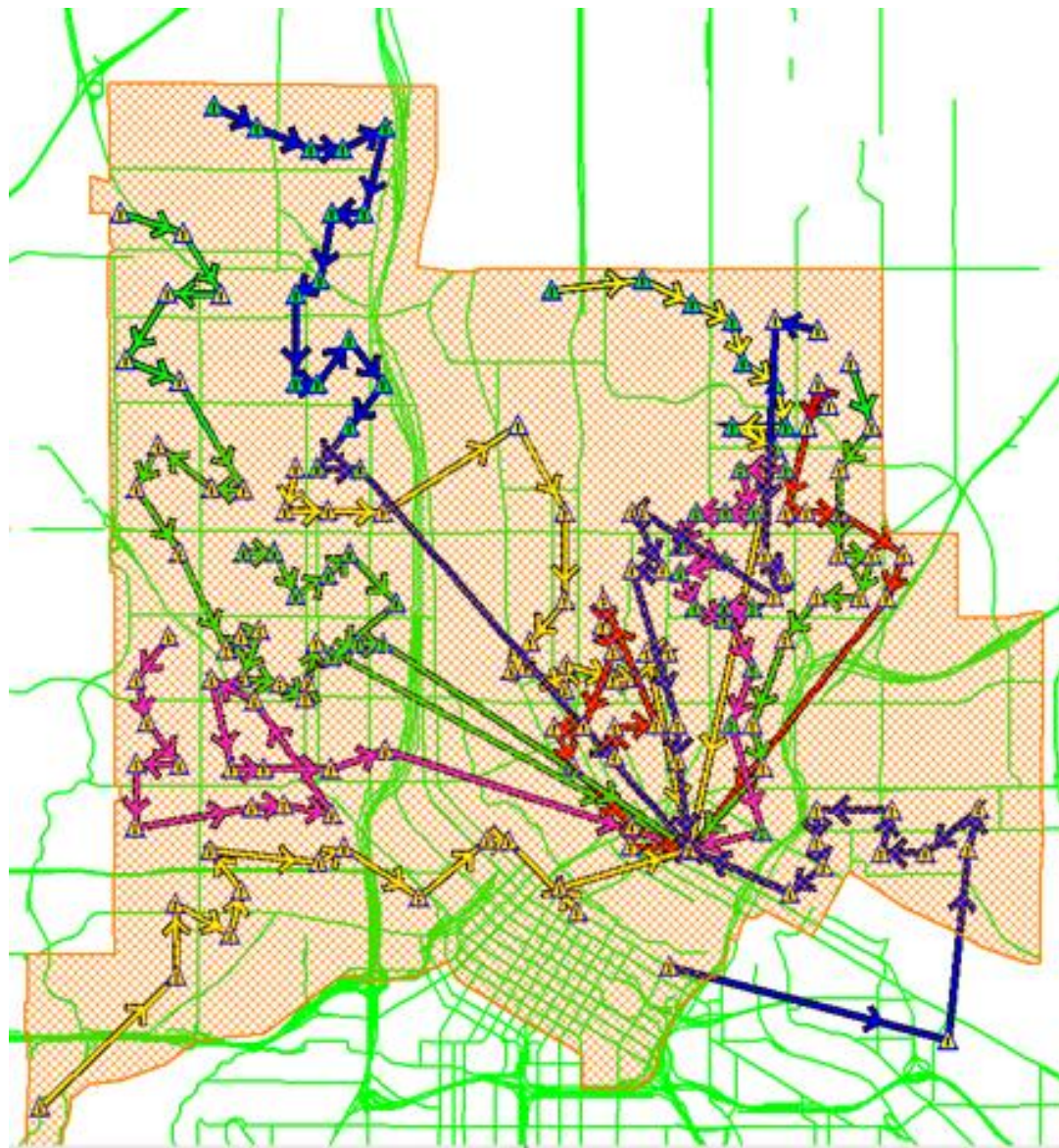
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Current Transportation Routes



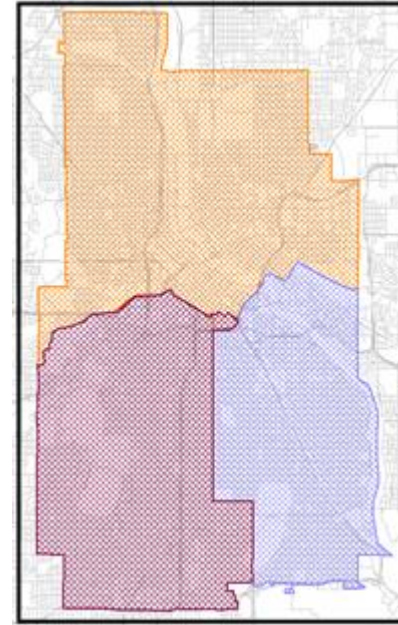
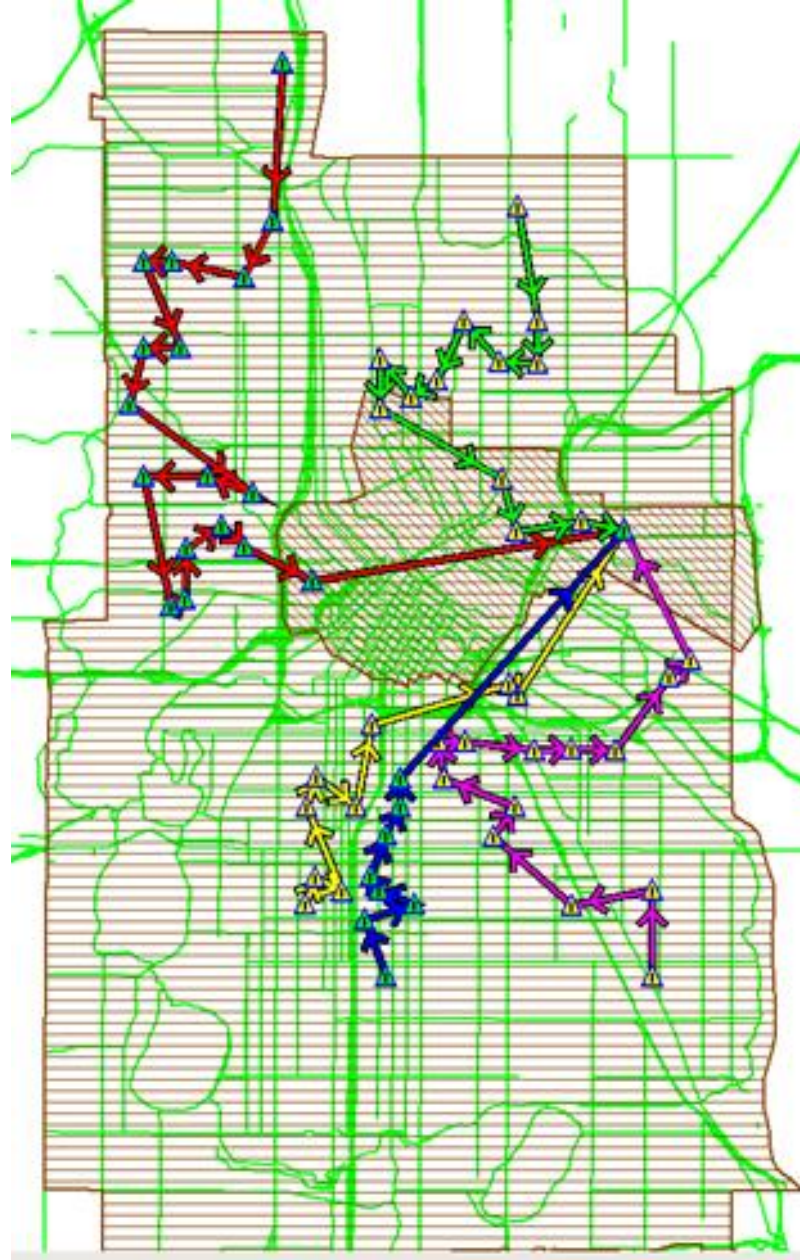
Marcy



Current Transportation Routes



Heritage



Current Transportation Routes



Barton

