Committee of the Whole

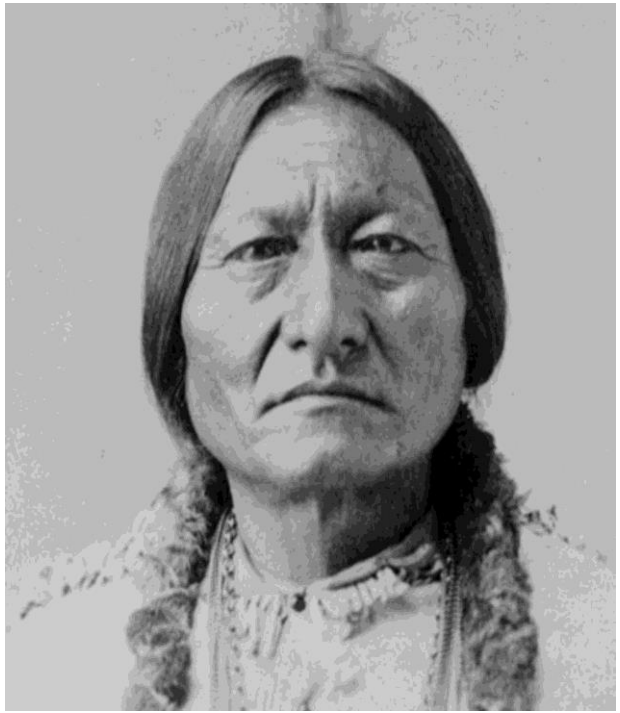
Student Placement Equity and Diversity Impact Assessment (EDIA)

Eric Moore

November 26, 2019

MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

Courageous Leadership



Let us put our minds together and see what life we can make for our children.

Sitting Bull
1890

EDIA History

- **2007-08:** Education Equity Organizing Collaborative (EEOC) and MPS partner to conduct a racial equity impact assessment on 2008 Strong Schools Strong City referendum.
- **2008-09:** EEOC and MPS continue partnership to conduct a racial equity impact assessment on Changing School Option Policy.
- **2010:** EEOC requests MPS to institutionalize an Equity and Diversity Impact Assessment (EDIA).
- **2013**: MPS revises District Policy 1304: Equity and Diversity, institutionalizing a process to identify and examine inequities in policies and practices.
- **Since 2014**: Completed nine EDIAs.

What drives an EDIA?

MPS Equity and Diversity Policy 1304

MPS is committed to identifying and correcting practices and policies that **perpetuate the achievement gap** and **institutional racism** in all forms.

The Board of Directors, Superintendent and staff commit to conducting an **Equity and Diversity Impact Assessment on all future policies** that have a significant impact on student learning and resource allocation.

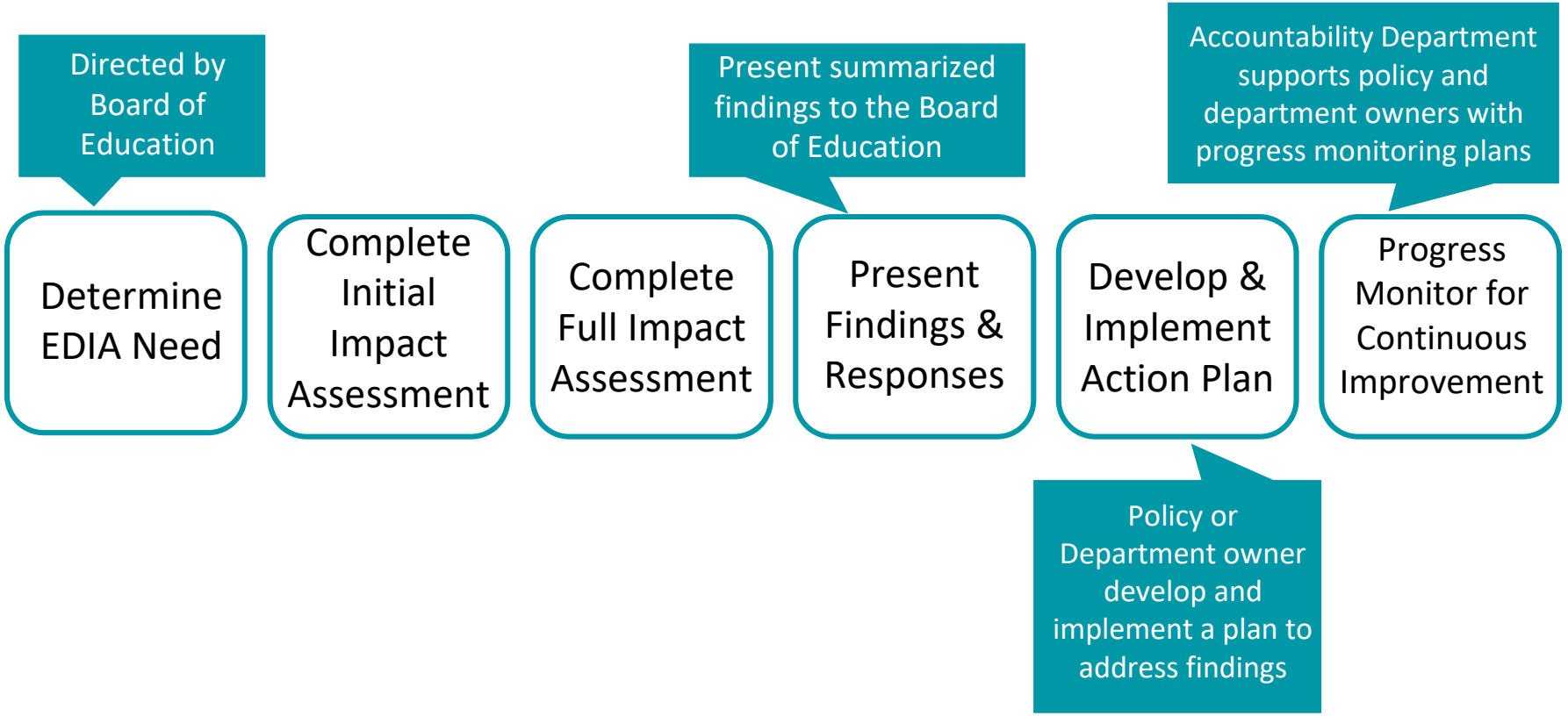
What is an EDIA?

A process to evaluate policies, practices, and procedures that impact students.

Determine EDIA Need	Complete Initial Impact Assessment	Complete Full Impact Assessment	Present Findings & Responses	Develop & Implement Action Plan	Progress Monitor for Continuous Improvement
	1-3 months	*3-6 months*	*1-2 months*	*3-6 months*	*3 years*

MPS utilizes various methods such as policy analysis, evaluation, and research to support the process.

What does the process involve?



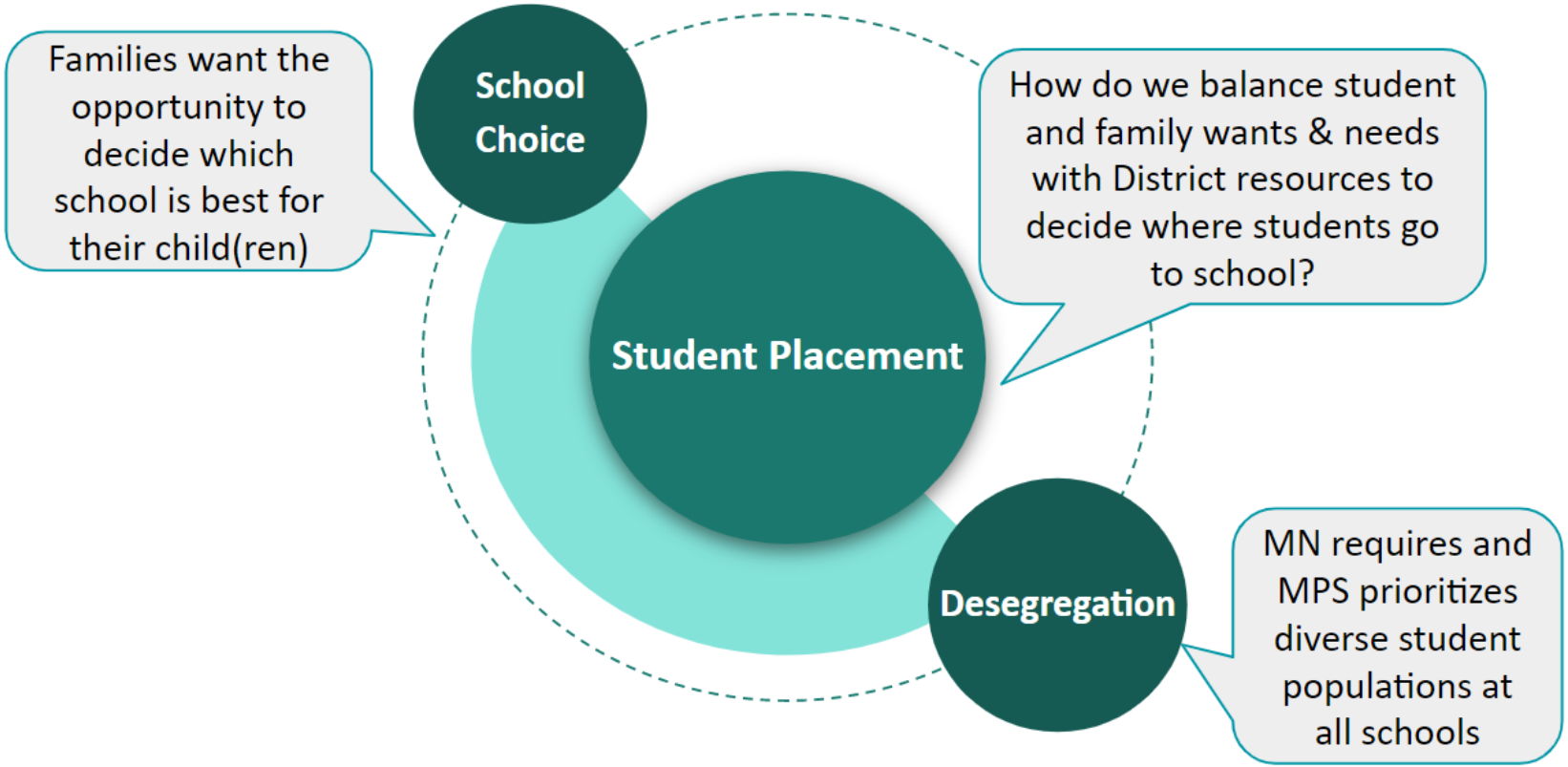
EDIA Process

During the summer of 2019, the Board of Education directed the Accountability, Research, and Equity (ARE) Division to conduct an Equity and Diversity Impact Assessment (EDIA) to identify and examine inequities in policies, practices, and procedures that impact the Student Placement process.

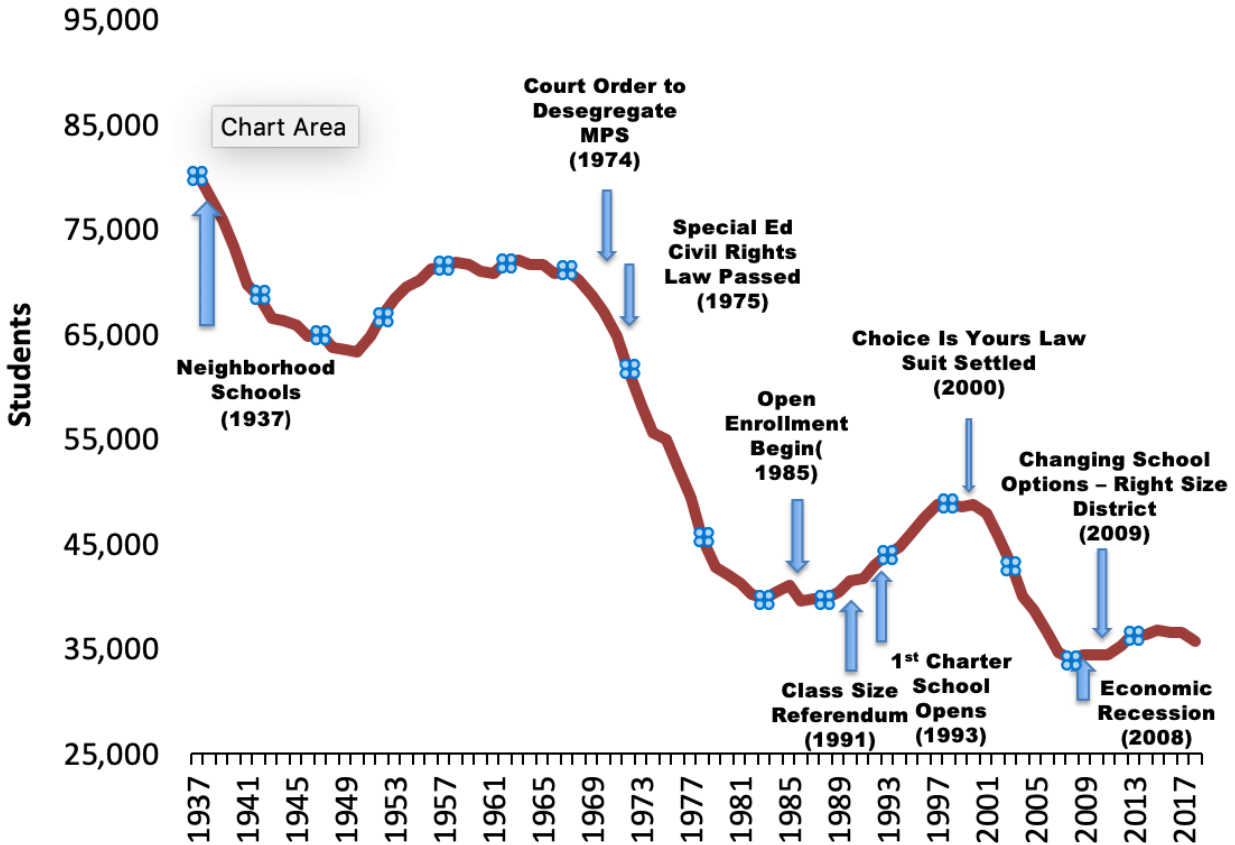
Two MPS Divisions – ARE and Engagement and External Relations – partnered to support parent evaluators in developing data collection tools to engage families in culturally specific communities and analyzed the data they collected.

Through this process, ARE engaged in public participation from internal and external stakeholders to examine experiences with and to identify areas of improvement in student placement and school request.

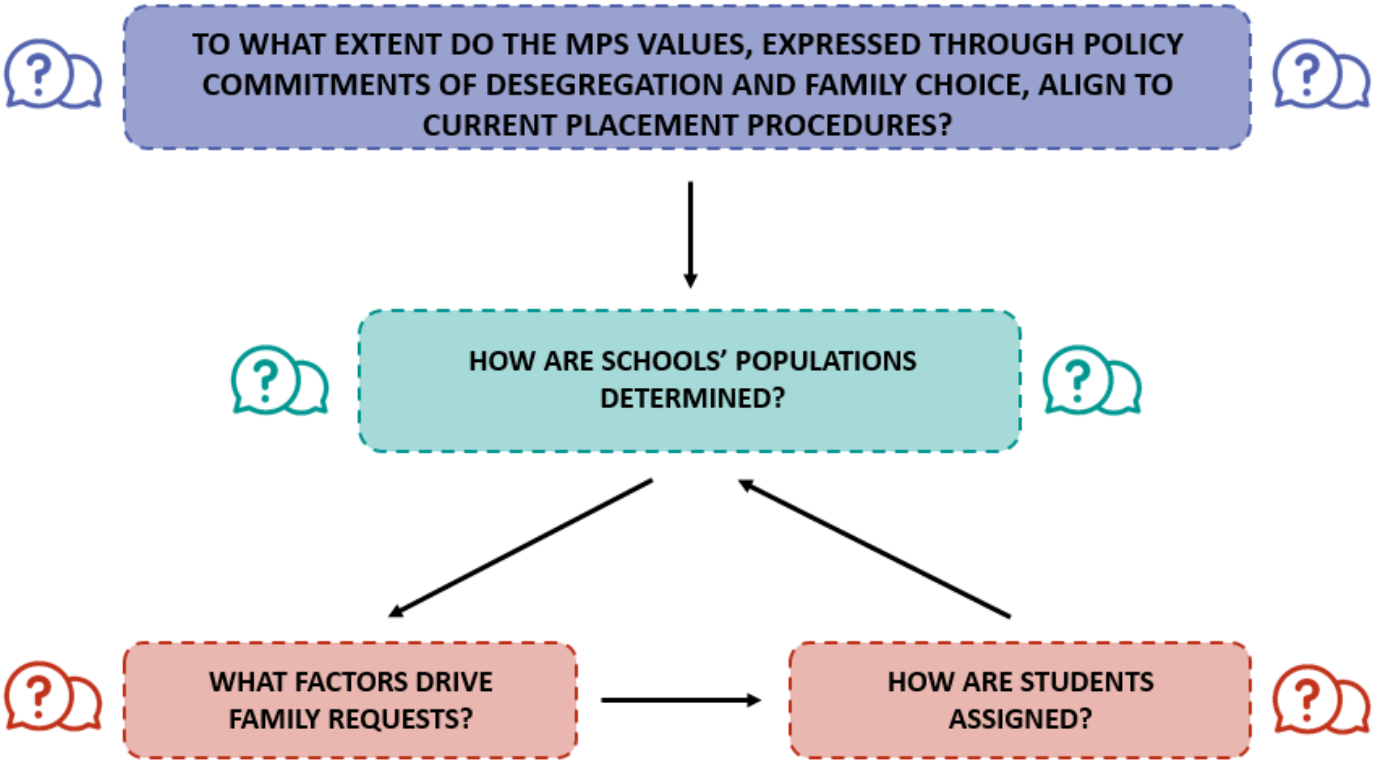
Student Placement Driven by Two Policies



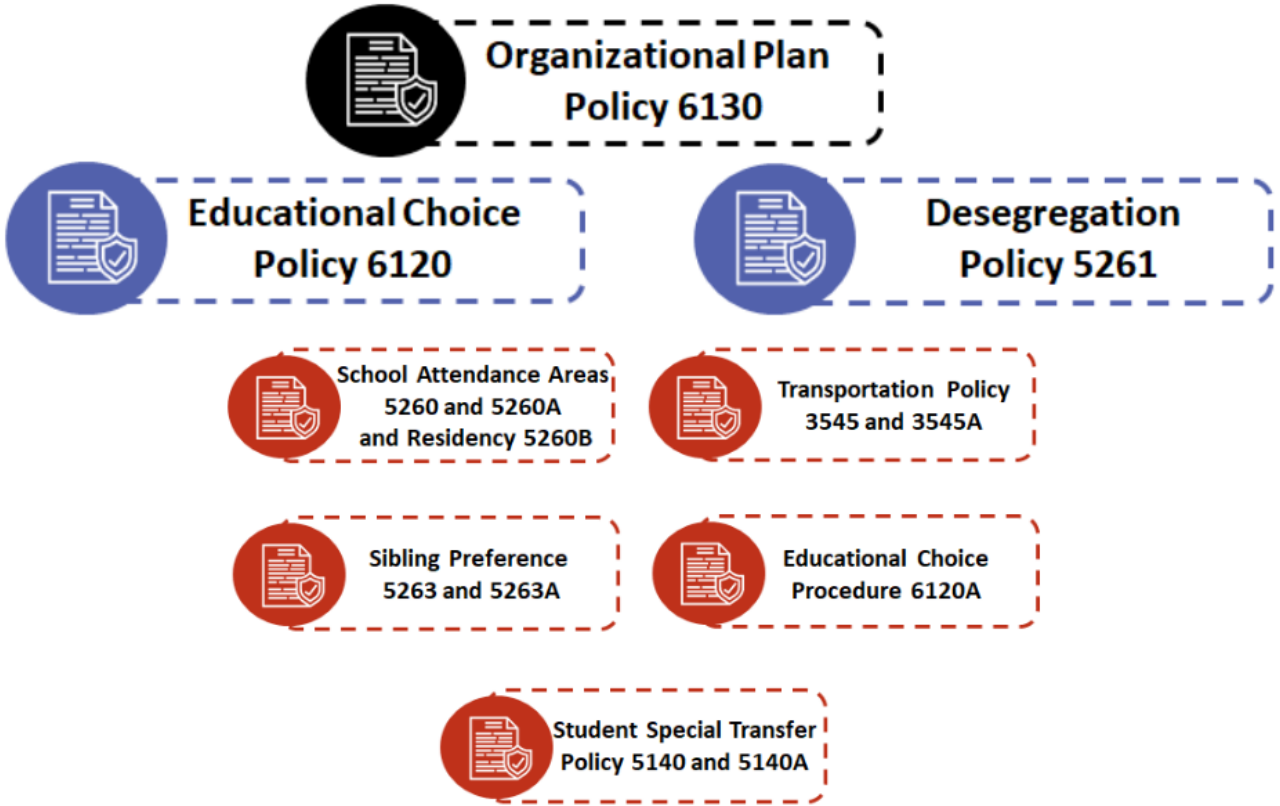
Student Enrollment History



Evaluation Questions



Policies Aligned to Student Placement



EDIA Methods

Families and Student

Surveys and group conversations examined families' experiences navigating the student placement and school request process.

- ✓ ***Reached 1,653 families with children of color and American Indian children and 1,897 families with White children***

A survey was administered to explore what drives school requests.

- ✓ ***Reached 112 sixth –eighth graders, and 50 ninth-twelfth graders.***

School Leaders and Staff

Group conversations examined school leaders' experiences navigating the student placement process.

- ✓ ***Reached 73 school leaders***

Surveys were administered to examine experiences with and suggestions for improving the student placement and request process.

- ✓ ***Reached 53 school leaders and 37 other school staff***
- ✓ ***Reached 75 high-five teachers, and 68 eighth grade teachers***
- ✓ ***Reached 49 family liaisons***

District Leaders and Staff

Group conversations examined district staffs' roles and experiences supporting the student placement and school request process.

- ✓ ***Reached 7 district staff from the Office of Engagement and External Relations, Multilingual, Special Education, and Ombudsperson***

Group conversations examined experiences with and suggestions for improving the student placement and request process.

- ✓ ***Reached five Associate Superintendents***

Existing/Archival Data

Existing data were analyzed, including

- ✓ ***SY17-19 Student Placement Data***
- ✓ ***SY17-19 Student Enrollment Data***
- ✓ ***Racially Identifiable Schools List***
- ✓ ***SY20 MPS Boundary Study Data***
- ✓ ***Partial EDIA forms***

Limitations

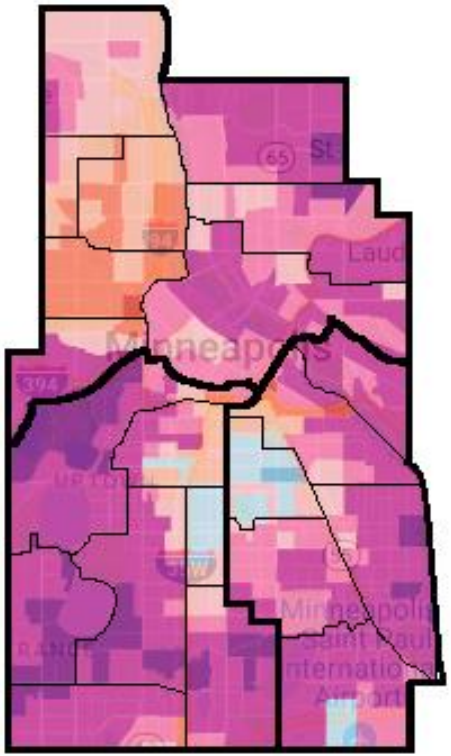
The Student Placement EDIA is not designed to support:

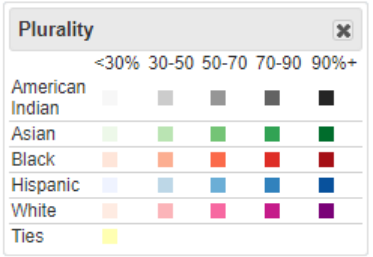
1. an understanding of the perceptions of stakeholder groups that were not asked to participate; or
2. an understanding of the full impact of the identified policies on the student placement process, in particular the student special transfer policy, which was not a primary focus of this EDIA.

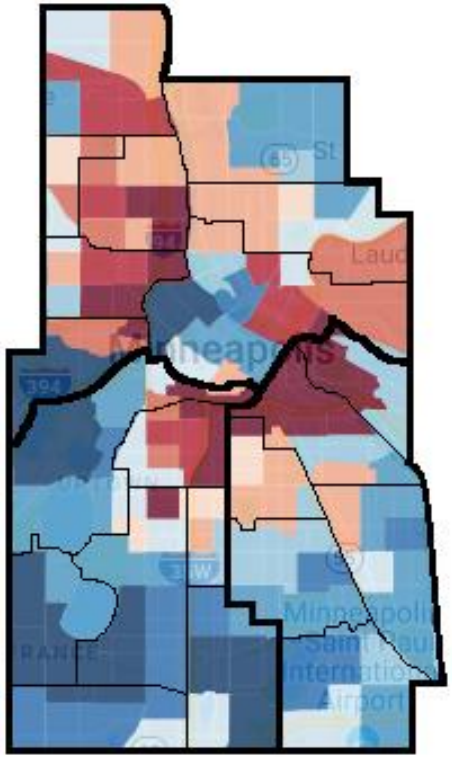
Context

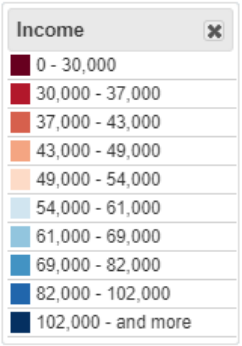
- Minneapolis neighborhoods are segregated by race and socioeconomic status
- Some Minneapolis families are choosing not to attend MPS schools due to a number of factors
- Some of MPS' policies and practices limit families' school choice options
- Placement procedures are informed by School Board vote on Changing School Options in 2009
- MPS is not alone in using a lottery-based placement system

Minneapolis Demographics (Census Data)





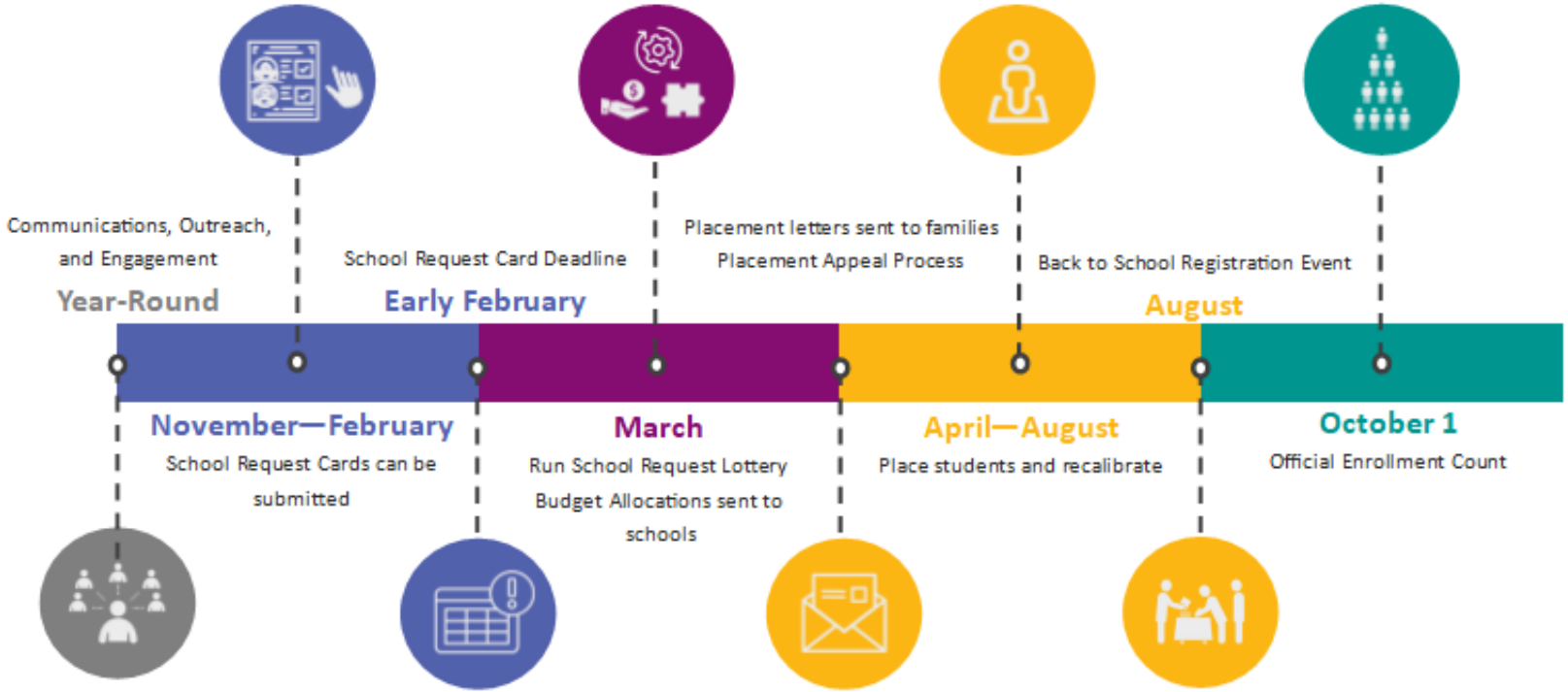




Source: 2010 Census and 2013-2017 American Community Survey data, maps created by www.justicemap.org

Student Placement

Student Placement Timeline



Overall Finding

MPS' current student placement system, including its policies and practices, do not effectively, nor consistently, support the district's goals of integrating schools and providing all families with access to meaningful school choice.

The Student Placement EDIA has three sets of findings:

Systems and Policies

Processes and Practices

Family Experiences

System and Policies

The current student placement system and the policies that support the school request process do little to counteract the segregation of Minneapolis, which leads to enrollment, staff, and resource challenges for schools.

Four systemic challenges were identified that contribute to these inequalities and challenges:

1) outdated MPS policies,
2) an ineffective integration strategy,
3) unequal enrollment patterns, and
4) inaccurate enrollment projection and disruptive staffing systems.

System and Policies: Outdated MPS Policies

Many of MPS' current policies as directed by the Board of Education that impact school request and student placement;

(1) are based on outdated assumptions about MPS students and families,

(2) have not been revised in years, and

(3) limit the District's ability to integrate schools while also providing meaningful school choice to all families.

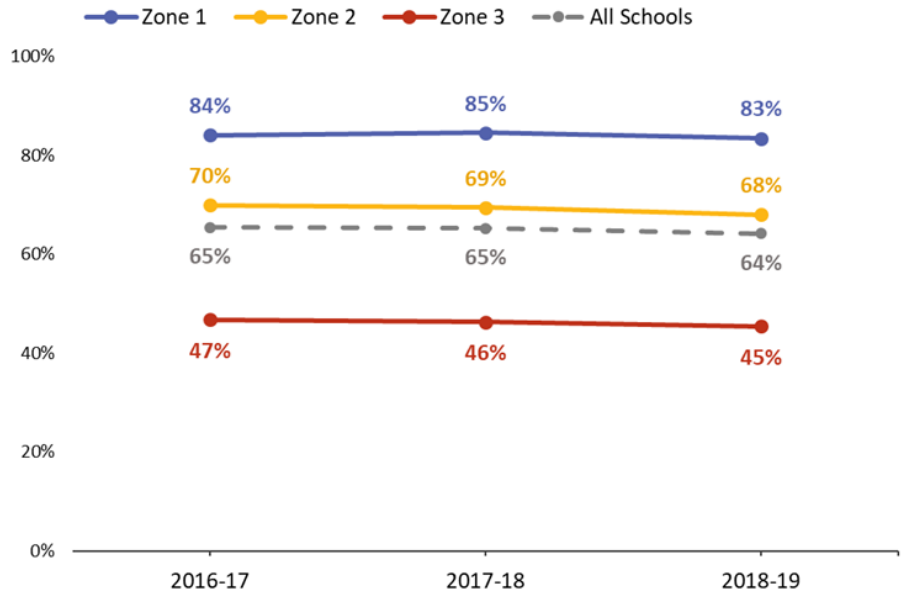
Policy	Last Revised
6130 Organizational Plan Policy	6/13/2000
6120 Educational Choice Policy	9/14/2010
5261 Desegregation Policy	6/13/2000
5262 Assignment of Students to Schools Policy	9/14/2010
3545 Transportation Policy	2/11/2014
5140 Student Special Transfer Policy	10/26/2004
5260 School Attendance Areas Policy	6/13/2000
5263 Sibling Preference Policy	9/14/2010

System and Policies: Ineffective Integration Strategy

MPS ENROLLMENT DATA

Although external factors impact school segregation in the district, MPS' current placement policies have done little to reduce segregation by race/ethnicity and socioeconomic status in Minneapolis schools.

Over the past three school years, Zone 1 has had the highest percentage of students of color, while Zone 3 has had the lowest.



System and Policies: Ineffective Integration Strategy

SCHOOL LEADERS

Many school leaders feel that the current student placement system perpetuates segregation and should be changed or discontinued. One recommendation proposed by school leaders is to hold seats at schools for students whose families do not participate in the school request process.

"I personally do not think this process should be in existence. This continues to segregate our schools. Only the families who can navigate the system benefit from this process."

"Filling one school to over flowing because it is a first choice leaves other schools under-enrolled, and then families who are out of the loop get placed in these under-enrolled schools, perpetuating the discrepancy."

System and Policies: Unequal Enrollment

FAMILIES

Schools that are over-enrolled may seem more desirable to some families, which can further exacerbate unequal enrollment across the district.

"The school request process creates achievement anxiety and a myth of scarcity among parents and families with privilege..."

DISTRICT LEADERS

Associate Superintendents also feel that the current system can pit schools against each other, leaving some schools over-enrolled and others under-enrolled.

"Schools are pitted against each other because of our structure."

MPS ENROLLMENT

There are large differences by Zone in the percent of school building capacity currently being filled with students.

According to the 2019-20 MPS Boundary Study, on average, schools in south and southwest Minneapolis are filled much closer to their building capacities than schools in north and northeast Minneapolis. (*Note: high schools were not included in these data*).

SCHOOL LEADERS

School leaders feel that MPS' school request and student placement policies lead to unequal patterns of enrollment and resource distribution across the district.

"The confluence between choice and placement… places some schools as fat and full with good budgets and other schools in need of students…It's a different equation for [a principal] to say no to a student when we know we need students, versus a school that has a big enrollment."

System and Policies: Inaccurate Enrollment Projection and Disruptive Staffing System

DISTRICT LEADERS

Associate Superintendents explained that the staff adjustment process can be inaccurate and lead to challenges for schools.

"I believe the staff adjustment - the technical process is outdated… There isn't anything in place to check for errors. This could impact schools."

SCHOOL LEADERS AND STAFF

Inaccurate enrollment information, changing student populations, and staff adjustments create issues for school leaders.

"The other issue is when we have [is that] budget tie-out doesn't reflect the [enrollment] numbers, and I had to add another teacher and we told a family we didn't have a spot. We got into an argument. What I don't think Student Placement understands as we're placing students in classes [is] teachers can go to the union if they have too many students."

"Fall [staff] adjustments… have a lot of consequences. Staff are pulled out of buildings. We're stealing from one and giving to another. It disrupts the culture of the building. It's pitting principals against each other."

Processes and Practices

Many stakeholders, including families, school leaders, district leaders, and district staff members, feel that MPS' student placement processes and practices are inconsistently implemented.

Inconsistent implementation of student placement processes and practices is largely due to:

1) unclear student placement processes and practices and

2) a lack of role clarity.

Processes and Practices: Unclear Student Placement Processes and Practices

FAMILIES

For many families, understanding the different processes and steps involved in enrolling a child can be overwhelming.

"The process is not clear if this is your first experience with an educational system or new to the state/country."

SCHOOL LEADERS

School leaders feel that the student placement process is unclear which leads to some benefiting over others.

"It's not transparent. I don't know what the process is. And even upon asking I have not received an answer as to what the process is."

"Families that are new to the system, new to the educational process, they don't necessarily understand that being placed at a site doesn't mean that they are registered and enrolled at that site."

DISTRICT LEADERS AND STAFF

District leaders and staff are aware that many families experience challenges navigating the student placement process, particularly families who are unfamiliar with the process.

"If I'm...an affluent family I can navigate [the placement & registration process] right away. If I'm not an affluent family I have to do a lot to maneuver the process- it's a barrier for less affluent families."

Processes and Practices: Lack of Role Clarity

SCHOOL LEADERS

The lack of clarity around roles makes it challenging for school leaders to implement consistent placement practices at schools.

"Historically, whoever yells the loudest gets what they want at MPS. We haven't realized or we haven't accepted that's true. And some of us at schools will yell to get what we want, just like some parents will. As a district we're more likely than not to acquiesce at some point, so yes doesn't mean yes all the time and no doesn't mean no."

DISTRICT LEADERS AND STAFF

District staff recognize that unclear student placement processes lead to inconsistent implementation practices.

"It [the process] shouldn't rely on being connected to a district person who has connections to make things happen. It should be a fair and consistent process."

Family Experiences

Not all families have equal access to meaningful school choice due to MPS' systems, policies, and practices.

Although many families are satisfied with the school request process, families who are, for example, unfamiliar with the process, speak a language other than English, or experience difficult life circumstances, are more likely to experience challenges with the process. These challenges are due to:

1) insufficient or inaccessible information

2) lack of resources and supports

And they lead to:

3) disproportionate school requests

4) lack of equal access to schools

Family Experiences: Insufficient or Inaccessible Information

FAMILIES

Some families are unaware of the resources and information sources that are offered by MPS, while others desire more accessible information, resources, and supports to make informed school choices.

"Information that is available is very difficult to understand. Communication is almost non-existent."

SCHOOL LEADERS

Both school leaders and staff are aware that not all families receive accurate, meaningful information about the school request and student placement processes.

"Many of my families talk about not receiving information at all about the school request process."

"When parents tour there is so much confusion about school choice -- neighborhood schools or magnets, what area do you live in, busing, daycare, parents are overwhelmed!"

DISTRICT LEADERS AND STAFF

Many district staff members feel that the district can do more to inform families about how the school request process works in order to ensure all families are able to participate.

"There's an information gap. We assume families know they need to fill out a choice card."

"We need a way to information share from the district to the schools."

Family Experiences: Lack of Resources and Supports

FAMILIES

Although many families find the school request and student placement processes hard to navigate, families with fewer resources are more likely to experience challenges with the processes and thus need a greater level of support.

"Yeah, there's papers and info but it's not the same [as] when you talk to a staff [person] and they walk through the process with you."

SCHOOL LEADERS

Many school leaders feel that they need additional resources, and additional support from district student placement staff, in order to successfully support all families through the school request and student placement processes.

"Student placement is in a really hard position with competing values because one of the things we're talking about is choice and how we have schools that don't reflect the neighborhood around the school, and historically we have honored parent choice which tends to looks like it goes toward having our schools be [more] segregated than not."

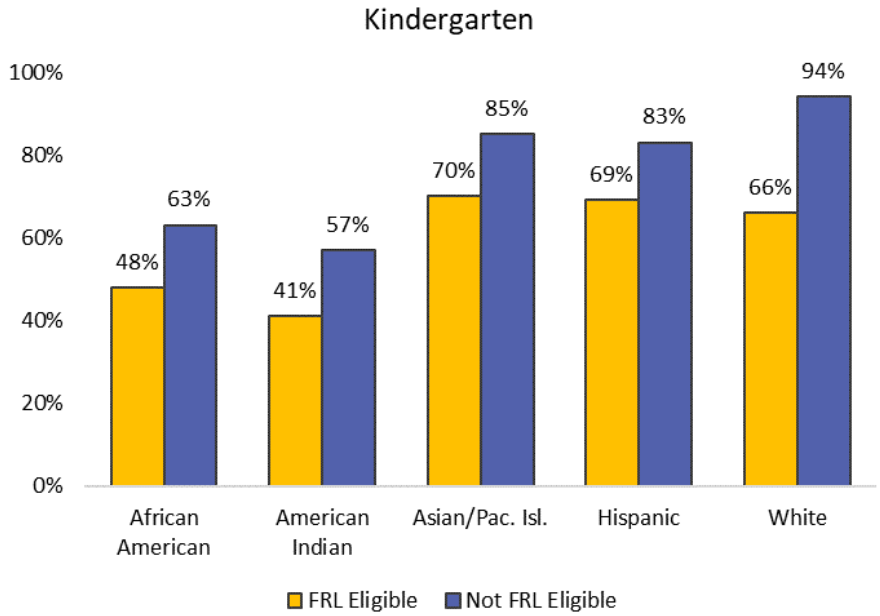
"It cannot be put upon the schools to do advertising for registration unless there are truly the funds and staffing in place for that work."

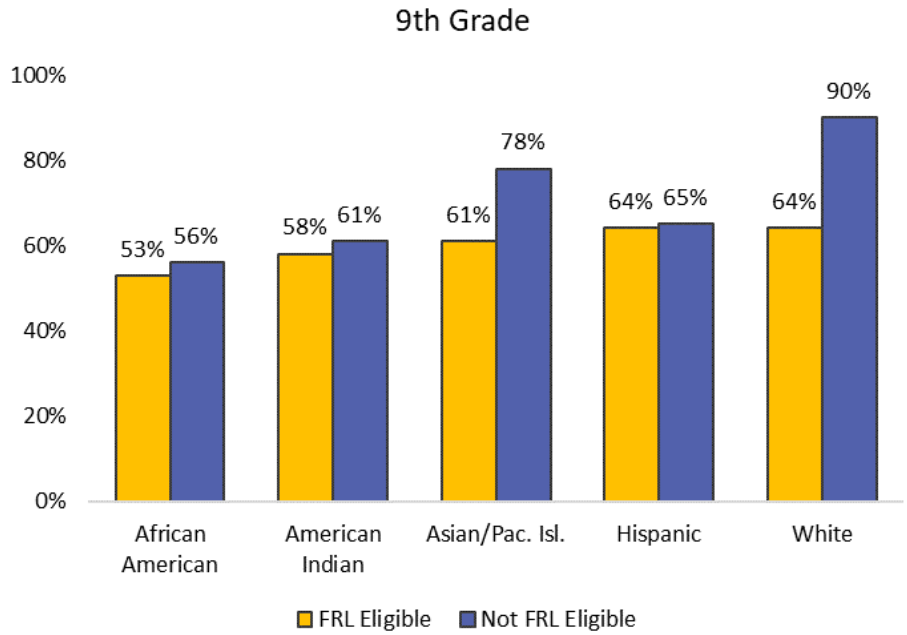
DISTRICT LEADERS AND STAFF

District staff noted that the district and schools do not have enough resources (staff, funding, etc.) to adequately support families through the request and placement processes.

"I serve year-round as an interpreter since we don't have anyone in the placement center who speaks Hmong."

Family Experiences: Disproportionate School Requests





Family Experiences: Disproportionate School Requests

SCHOOL LEADERS

Leaders at many MPS schools see first-hand that not all families participate in the school request process equally.

"We lose kids of color when we fill with white families & the families of color who don't register in advance get denied a seat."

DISTRICT LEADERS AND STAFF

District staff are aware that families as well as students consider a number of factors when making a school request.

"What I hear a lot is how students have a stake in where it is they're going to school. Even students in sixth grade can make decisions about where they'll go to middle and high school...Transportation is an issue—if families can't get transportation to get to a specialized program. Reputation matters a lot."

Family Experiences: Lack of Equal Access to Schools

FAMILIES

Many families expressed that they do not feel that all MPS families have equal access to the types of schools that they want, in particular schools that are academically strong, welcoming, safe, and easy to get to.

"I want the school to feel warm, welcoming, and safe for all families."

"Ensure all schools are of high enough quality that zip code (or lack of one), and chance, are NOT the main deciding factors in my children's future success."

SCHOOL LEADERS

Some school leaders feel that the current student placement process provides a range of choices for white, middle-class or affluent, English-speaking families with access to transportation while limiting the school choices of other families.

"What happens with our, especially [our] Latino families, is they arrive after the lottery and they say, 'We want to come here, but they tell us there is no space.' …Any of the schools that are popular, they get filled up too early and typically they get filled up with middle class famil[ies]."

DISTRICT LEADERS AND STAFF

District leaders and staff members identified a number of factors that lead to the current system advantaging some families over others.

"It's advantaging some-families that know how to navigate the system. Predominantly white families that know all the protocols and can circumvent them for their own advantage."

Conclusion

As a result of the overall finding that **the current system and policies do not effectively, nor consistently, support the district's goals of integrating schools and providing all families with access to meaningful school choice**, the EDIA Committee feels that **larger systemic changes need to be made in order to effectively address the issues uncovered in this project.**

Next, we list a set of recommendations provided by the EDIA Committee which have been divided into three subcategories:

- Accountability and Transparency
- Communications and Outreach
- School Climate and Cultural Competence

EDIA Committee Recommendations

DRAFT EDIA Committee Recommendations: Accountability and Transparency

- Words matter. The concept of “choice” implies the power to select a school is in the hands of the families. The data reveals this is not the reality for most families. Change the language from “choice” to “placement” or “preference.”

- Standardize real-time review and revision of District policies that includes and reflects input from stakeholders. Commit to ensuring that no policy should go more than 5 years without being reviewed and consider reviewing in partnership with parent evaluators and Citywide student government.

- Long-range planning impacting school closing/moves/mergers must include a communication plan that provides families and affected stakeholders with ample time to inform the decisions and participate in creating the transition plan. These decisions disproportionately impact students of color and our most vulnerable students.

DRAFT EDIA Committee Recommendations: Accountability and Transparency

- For schools that require higher levels of recruitment to ensure they meet enrollment requirements, provide additional capacity towards counselor and clerical support.

- Include the word “Equity” in the title of every policy, i.e.; Transportation Equity Policy, School Placement Equity Policy, etc. once these policies have been reviewed through the EDIA process.

- Clearly articulate realistic service delivery expectations to stakeholders regarding what happens once the “choice” request has been submitted

- Removing barriers embedded in the “choice” process does not fix the problem. In all likelihood it will increase frustration and dissatisfaction, because now even more families will be requesting the finite number of spots available at the most frequently requested schools.

DRAFT EDIA Committee Recommendations: Accountability and Transparency

Simplify the placement process:

- Provide multiple platforms and points of access to meet the needs of families.

- Create a one stop shop and a one-step process for placement and registration, which will address income inequality challenges. Creating a one stop shop or a one-step process does not mean that it needs to happen in one location. Be mobile - prioritize meeting families where they are at and not the other way around.

- Ensure that District staff, school staff, and other resources are available to support families, such as providing support in multiple languages and having culturally-specific staff at both the New Families Center and the Student Placement Center. The New Families Center and Student Placement Center should be mobile.

DRAFT EDIA Committee Recommendations: Accountability and Transparency

- The Memorandum of Agreement between the Metropolitan Urban Indian Directors (MUID) and Minneapolis Public Schools should be reflected and acknowledged in all policies affecting, for example, transportation, choice, and enrollment.

DRAFT EDIA Committee Recommendations: Communications and Outreach

- Mobile Marketing, Branding, and Outreach Campaign and Team
  1. District and school websites should provide options for content to be translated into different languages and be more compatible with screen reading and translation apps. A significant percentage of stakeholders are not native English speakers.

  2. Provide training, capacity and support for schools to maintain websites, ensuring all programs and resources to support students/families of color are visible, accessible and accurate.

  3. Ensure that there are multiple points of access to engage with families. Every school should have a point person or persons trained in the placement and "choice" process to support families. This role should be filled by Family Liaisons. Additionally, at the secondary level, improve partnerships with school counselors to support the placement process.

DRAFT EDIA Committee Recommendations: Communications and Outreach

- Partner with community-based organizations and groups who have existing relationships with specific stakeholder groups. This method proved highly effective when MPS hired parent evaluators to support with family data collection for this EDIA project.

- Review the language used when seeking feedback from families. The district family survey asked respondents to prioritize responses based on what's "best for my family." Again, this implies families have more power to influence than is proven in the current system.

DRAFT EDIA Committee Recommendations: School Climate and Cultural Competency

- Increase capacity to assist families who speak a language other than English in real time. Families need to be able to communicate with school staff without wading through a cumbersome and all too often isolating process.

- Institute a universal practice of conducting “exit interviews/surveys” from families leaving the district or specific schools. Invest in solutions. This process should also take place for staff who request a building transfer but wish to stay in district, in addition to staff who leave the district. The lack of support for a safe racial climate is also a barometer in quality teachers and staff choosing to leave MPS buildings and district.

- Standardize customer service expectations across the district. Treat every interaction between staff and stakeholders as an opportunity to make things better and not just one more problem to deal with.

DRAFT EDIA Committee Recommendations: School Climate and Cultural Competency

- Hire more “native” speaking support staff. We emphasize native speaking because communication is more than just language, it is also lived experiences, culture and tradition. Families have made it clear that they feel more comfortable when communicating with people who feel familiar, reflect their cultural perspective and/or look like them.

- Students and families do better when they feel respected, welcome and appreciated in our school buildings. Establish measurable standards for school climate. Monitor adherence to support success.

- Implement site-based feedback mechanisms such as student and family surveys to monitor and measure the three priorities shared by families:
  1. Feeling Welcome
  2. Academic Excellence
  3. Safety and Behavior Management

Appendix

Full EDIA Committee Recommendations Letter

EDIA Committee members who contributed to the list of concerns and recommendations include: Joe Rice, Nonoko Sato, Julia Freeman, Tie Oie, Harrell Mathieu, Lynne Crockett, Shun Tucker, Gloria Cazanacli, Candace Lopez, Tamiko Thomas, Michael Luseni, Lisa Dornacker, Kelly Drummer, KaYing Yang

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Dear Minneapolis Public Schools Board of Education Directors,

This letter entails a set of draft recommendations provided by the Equity and Diversity Impact Assessment (EDIA) Committee. As you read through the letter, we want to note that we received information and recommendations from both parent evaluators and CityWide Student Council students who partnered with the Accountability, Research, and Equity Division on the EDIA project. The information and recommendations from the parent evaluators and Citywide students were taken into consideration as we drafted recommendations for the school board. We hope that we have done justice to their recommendations.

Our recommendations address the need to rebuild a foundation of trust, informed by the lived experiences of stakeholders. This begins with full and honest acknowledgement by District leadership of the systemic racism that has historically disadvantaged, and still today disadvantages, students of color in our school communities. We believe the inequity evident in the "School Choice" program is a symptom of the larger problem. Namely the lack of continuity across the District in meeting our families' expectations for safe and welcoming schools that reflect the rich diversity of the district, and that place successful outcomes and the best interests of our children as the intention of every policy and practice. Ensure that fixes to the "choice" process are clear, simplified and improve access. However, these fixes will not resolve the underlying issues of families being left to their own devices to learn about schools through word of mouth, the glaring disparity in the capacity of schools throughout the district to meet the needs and expectations of families, and a general distrust of District leadership. We qualify our recommendations with the understanding that until we address the underlying issues, none of the critical equity and diversity work that must be done will achieve the desired outcomes.

Full EDIA Committee Recommendations Letter

Before reading the recommendations we want to share some concerns we have:

1. Families of color do not feel welcome in MPS.
2. The timeline for doing the EDIA work has felt rushed and disingenuous. Additionally, EDIA Committee members remain concerned about the school board's intended follow through regarding our recommendations. The committee would like to assume positive intent, however with the magnitude of the overall comprehensive redesign, we are unsure if the recommended school placement changes will be implemented as urgently as needed to ensure equitable practices for MPS families.
3. "School choice" is not serving our families of color, but it is also not the sole issue. Inconsistency across the district in investment of resources, reflected in disparate outcomes for students based on race, ethnicity, and socioeconomic status, directly tied to the schools they are attending, is the problem.
4. The District is missing the mark on representation of different cultural backgrounds throughout the system and creating a model of service delivery that supports success for every child.
5. *Accountability and systemic shifting of the blame*: The District is rehashing the same problems over and over with no accountability solutions. By example, families are not choosing to leave the district because the "school choice" process is not working for them. They are leaving because the schools are not working for them.
6. We perceive a lack of place-based cultural competency that could be addressed by School Climate Committees.
7. *Schools Closing:* We are concerned that the feasibility studies being completed on Longfellow, FAIR, Wellstone and Heritage this fall are the beginning of a process that will impact school closings, which will disproportionately impact kids of color. We have concerns about transparency regarding the long-term status of schools closing/moving/merging.

Furthermore, the District needs to:

8. Apologize for past transgressions, decisions that have had an adverse impact on students of color and missteps.
9. Be more honest about the real problems, i.e., inequity in service delivery and outcomes for students across the district.

Full EDIA Committee Recommendations Letter

DRAFT RECOMMENDATIONS

In order to provide recommendations to the Board of Education to address the inequities experienced by Black, Indigenous, People of Color (BIPOC) families in the "school choice" process; and through the evaluation of existing policy, and feedback from stakeholders, the EDIA Committee has identified three sub-categories of concern to be addressed:

- Accountability and Transparency
- Communications and Outreach
- School Climate and Cultural Competence

At this time, the EDIA Committee requests to move forward with an in-depth and collaborative process prior to providing the board with our official recommendations around specific placement practices. There is urgency in prioritizing students/families in the placement process, there are also other stakeholders in this process who have been engaging in collecting data and feedback to ensure all MPS families' and students' voices are heard. The committee will be dedicating additional time to include the results of the parent evaluator and CityWide research projects in our final recommendations.

Full EDIA Committee Recommendations Letter

Accountability and Transparency Recommendations

1. Words matter. The concept of "choice" implies the power to select a school is in the hands of the families. The data reveals this is not the reality for most families. Change the language from "choice" to "placement" or "preference."
2. Standardize realtime review and revision of District policies that includes and reflects input from stakeholders. Commit to ensuring that no policy should go more than 5 years without being reviewed and consider reviewing in partnership with parent evaluators and CityWide student government.
3. Long-range planning impacting school closing/moves/mergers must include a communication plan that provides families and affected stakeholders with ample time to inform the decisions and participate in creating the transition plan. These decisions disproportionately impact students of color and our most vulnerable students.
4. For schools that require higher levels of recruitment to ensure they meet enrollment requirements, provide additional capacity towards counselor and clerical support.
5. Include the word "Equity" in the title of every policy, i.e.; Transportation Equity Policy, School Placement Equity Policy, etc. once these policies have been reviewed through the EDIA process.
6. Simplify the placement process: A) Provide multiple platforms and points of access to meet the needs of families. B) Create a one stop shop and a one-step process for placement and registration, which will address income inequality challenges. Creating a one stop shop or a one-step process does not mean that it needs to happen in one location. Be mobile - prioritize meeting families where they are at and not the other way around. C) Ensure that District staff, school staff, and other resources are available to support families, such as providing support in multiple languages and having culturally-specific staff at both the New Families Center and the Student Placement Center. The New Families Center and Student Placement Center should be mobile.
7. Clearly articulate realistic service delivery expectations to stakeholders regarding what happens once the "choice" request has been submitted.
8. Removing barriers embedded in the "choice" process does not fix the problem. In all likelihood it will increase frustration and dissatisfaction, because now even more families will be requesting the finite number of spots available at the most frequently requested schools.
9. The Memorandum of Agreement between the Metropolitan Urban Indian Directors (MUID) and Minneapolis Public Schools should be reflected and acknowledged in all policies affecting, for example, transportation, choice, and enrollment.

Full EDIA Committee Recommendations Letter

Communications and Outreach

1. Mobile Marketing, Branding, and Outreach Campaign and Team: A) District and school websites should provide options for content to be translated into different languages and be more compatible with screen reading and translation apps. A significant percentage of stakeholders are not native English speakers. B) Provide training, capacity and support for schools to maintain websites, ensuring all programs and resources to support students/families of color are visible, accessible and accurate. C) Ensure that there are multiple points of access to engage with families.
2. Every school should have a point person or persons trained in the placement and "choice" process to support families. This role should be filled by Family Liaisons. Additionally, at the secondary level, improve partnerships with school counselors to support the placement process.
3. Partner with community-based organizations and groups who have existing relationships with specific stakeholder groups. This method proved highly effective when MPS hired parent evaluators to support with family data collection for this EDIA project.
4. Review the language used when seeking feedback from families. The district family survey asked respondents to prioritize responses based on what's "best for my family." Again, this implies families have more power to influence than is proven in the current system.

Full EDIA Committee Recommendations Letter

School Climate and Cultural Competency

1. Increase capacity to assist families who speak a language other than English in real time. Families need to be able to communicate with school staff without wading through a cumbersome and all too often isolating process.
2. Institute a practice of conducting “exit interviews/surveys” from families leaving the district or specific schools. Invest in solutions. This process should also take place for staff who request a building transfer but wish to stay in district, in addition to staff who leave the district. The lack of support for a safe racial climate is also a barometer in quality teachers and staff choosing to leave MPS buildings and district.
3. Hire more “native” speaking support staff. We emphasize native speaking because communication is more than just language, it is also lived experiences, culture and tradition. Families have made it clear that they feel more comfortable when communicating with people who feel familiar, reflect their cultural perspective and/or look like them.
4. Standardize customer service expectations across the district. Treat every interaction between staff and stakeholders as an opportunity to make things better and not just one more problem to deal with.
5. Students and families do better when they feel respected, welcome and appreciated in our school buildings. Establish measurable standards for school climate. Monitor adherence to support success.
6. Implement site-based feedback mechanisms such as student and family surveys to monitor and measure the three priorities shared by families: A) Feeling Welcome, B) Academic Excellence, and C) Safety and Behavior Management.

In Solidarity,
EDIA Committee
Candace Miller Lopez, Gloria L. Cazanacli, Harrell Mathieu, Joe Beaulieu, Joseph Rice, Julia Freeman, KaYing Yang, Kelly Drummer, Lisa Dornacker, Lynne Crockett, Michael Luseni, Nicole DeCoteau, Nonoko Sato, Randa Ayoub, Shundrice Tucker, Tamiko Thomas, Tie Oei, Yixiu Chen

System and Policies: Outdated MPS Policies

Policy	Last Revised	Summary/Purpose	Summary of Policy Limitations, According to Senior Leaders
6130 Organizational Plan Policy	6/13/2000	Schools shall be organized to serve the educational needs of students with a program of instruction from Kindergarten through grade 12.	N/A
6120 Educational Choice Policy	9/14/2010	The purpose of this policy is to express the availability of educational choices for families enrolling their students in Minneapolis Public Schools.	The choice system is built on out-of-date concepts of how our families live, who they are, and what access they have to resources and information. It should be redesigned to fit current reality.
5261 Desegregation Policy	6/13/2000	The purpose of this policy is to state the position of the school district with regard to racial desegregation issues and in relation to the district's commitment to high achievement for all students.	The limitation of the policy is based upon the assumptions behind it. The policy is only effective based on the way that you define the problem or the work that it is trying to address.
5262 Assignment of Students to Schools Policy	9/14/2010	The purpose of this policy is to establish the authority of the Superintendent to assign students to district schools, provide guidance to staff, and assure fair and consistent information to families about the organizing principles for assignment of students to schools.	The primary limitation of this policy is that the lottery process is the gatekeeper to school choice.

System and Policies: Outdated MPS Policies

Policy	Last Revised	Summary/Purpose	Summary of Policy Limitations According to Senior Leaders
3545 Transportation Policy	2/11/2014	An appropriate district service offered to students who meet certain criteria is access to quality, safe, and reliable transportation to and from school each day. The purpose of this policy is to establish the district policy regarding provision of transportation to students.	Ultimately, the hope would be to support a less complex transportation system.
5140 Student Special Transfer Policy	10/26/2004	This policy provides for consideration of applications for transfers within the district to meet medical, psychological or safety issues of students.	Both the policy and procedure are outdated, as the departments identified no longer exist. Principals are not responsible for transfers based on desegregation/integration guidelines, nor is this still a factor used in student placement on an individual basis when dealing with transfers.
5260 School Attendance Areas Policy	6/13/2000	Under this policy, the Superintendent of Schools shall designate the boundaries of the school attendance areas, subject to the approval of the Board.	Placement protocols should allow flexibility so that all students have access to high-quality, innovative programming regardless of where they live. Right now, MPS is address-driven and that limits options.
5263 Sibling Preference Policy	9/14/2010	The purpose of this policy is to support a broad school choice program of magnet and community schools. The school choice program allows families to enroll siblings at the same school and strengthens the relationship between the family and their school community.	The unintended consequence of sibling preference is that it can perpetuate homogeneity in particular schools whose facility utilization is historically high. However, a negative consequence of not offering/prioritizing sibling preference is that it can make it more difficult for parents with students in two separate elementary schools to fully be engaged at each site.

System and Policies: Ineffective Integration Strategy

MPS ENROLLMENT DATA

Although external factors impact school segregation in the district, MPS' current placement policies have done little to reduce segregation by race/ethnicity and socioeconomic status in Minneapolis schools.

Internal enrollment data shows that students of color and students receiving educational benefits are over-represented in schools in north and northeast Minneapolis, while white students and students not receiving educational benefits are over-represented in schools in south and southwest Minneapolis.

- Over the past three school years, district Zone 1, which includes north and northeast Minneapolis, has had the highest percentage of students of color (83-85%) and a higher percentage of students of color than the district as a whole (64-65%). District Zone 3, which includes southwest Minneapolis, has had the lowest percentage of students of color (45-47%) and a lower percentage of students of color than the district as a whole.
- Over the past three school years, district Zone 1 has had the highest percentage of students receiving educational benefits (76-81%) and a higher percentage of students receiving educational benefits than the district as a whole (57%-62%). District Zone 3 has had the lowest percentage of students receiving educational benefits (37-41%) and a lower percentage of students receiving educational benefits than the district as a whole.

The number of racially identifiable schools in MPS has increased from 15 schools in 1999-2000, the first year of identification of racially identifiable schools, to 23 schools in 2018-19.

SCHOOL LEADERS

Many school leaders feel that the current student placement system perpetuates segregation and should be changed or discontinued. One recommendation proposed by school leaders is to hold seats at schools for students whose families do not participate in the school request process.

- *"I personally do not think this process should be in existence. This continues to segregate our schools. Only the families who can navigate the system benefit from this process."*
- *"Have only a percentage of seats available for the choice process. Filling one school to over flowing because it is a first choice leaves other schools under-enrolled, and then families who are out of the loop get placed in these under-enrolled schools, perpetuating the discrepancy."*
- The *"lottery system [is] not equitable, [and] does not support integration."*
- *"District & student placement office need to identify which value- choice or desegregation- they prioritize most. They are competing values. "*
- *"System varies depending on school configuration or programming offered/not offered."*

System and Policies: Ineffective Integration Strategy

STUDENTS

In a co-interpretation session with MPS evaluators, CityWide Student Council students noted that Minneapolis is a segregated city and that MPS's attendance Zones can serve to reinforce larger patterns of segregation and inequality within the district's schools.

System and Policies: Unequal Enrollment

FAMILIES

Schools that are over-enrolled may seem more desirable to some families, which can further exacerbate unequal enrollment across the district.

"The school request process creates achievement anxiety and a myth of scarcity among parents and families with privilege and the flexibility to consider several options. Parents coming into the school district need to hear stories about how other families made these decisions based on immersion, special needs, busing, etc. and how family choice impacts overall wellness in the school district and enrollment patterns."

DISTRICT LEADERS

Associate Superintendents also feel that the current system can pit schools against each other, leaving some schools over-enrolled and others under-enrolled.

- *"Schools are pitted against each other because of our structure. The Associates are... professional but we're negotiating and advocating for our schools."*
- *"The schools in the south are over-subscribed…We have other sites that are under-subscribed. We actually don't have enough physical capacity [in some schools in south Minneapolis]."*

MPS ENROLLMENT

According to data gathered for the 2019-20 MPS Boundary Study, there are large differences by Zone in the percent of school building capacity that is currently being filled with students.

- On average, schools in south and southwest Minneapolis are filled much closer to their building capacity than schools in north and northeast Minneapolis. (*Note: high schools were not included in these data).*
- On average, elementary and K-8 sites in Zone 1 were 68% full, elementary and K-8 sites in Zone 2 were 90% full, and elementary and K-8 sites in Zone 3 were 99% full.
- On average, middle school sites in Zone 1 were 58% full, middle school sites in Zone 2 were 89% full, and middle school sites in Zone 3 were 91% full.

SCHOOL LEADERS

School leaders feel that MPS's school request and student placement policies lead to unequal patterns of enrollment and resource distribution across the district.

The current system forces schools to compete for a shrinking number of students, which leaves some schools consistently under-enrolled and others consistently at capacity.

- *"The system is structured to force us to compete against each other."*
- *"The confluence between choice and placement… places some schools as fat and full with good budgets and other schools in need of students…It's a different equation for [a principal] to say no to a student when we know we need students, versus a school that has a big enrollment."*
- *I'm not over by one [student], I'm over by 31 [students]. I always say yes to kids because I don't want to… be under-enrolled. So I always say, 'Yes, of course. We can handle them.'"*

System and Policies: Inaccurate Enrollment Projection and Disruptive Staffing System

DISTRICT LEADERS

Associate Superintendents explained that the staff adjustment process can be inaccurate and lead to challenges for schools.

- *"I believe the staff adjustment - the technical process is outdated… There isn't anything in place to check for errors. This could impact schools."*
- *"We're helping some schools in [the staff adjustment] process and harming some schools. From an academic perspective it lacks strategy. It's not strategic."*

SCHOOL LEADERS AND STAFF

Inaccurate enrollment information, changing student populations, and staff adjustments create issues for school leaders.

Many school leaders feel that the projected enrollment numbers for their school are inaccurate, which can lead to inaccurate school budgets, frustrated parents, and other challenges.

- *"The other issue is when we have [is that] budget tie-out doesn't reflect the [enrollment] numbers, and I had to add another teacher and we told a family we didn't have a spot. We got into an argument. What I don't think Student Placement understands as we're placing students in classes [is] teachers can go to the union if they have too many students."*

Leaders at schools with frequently changing student populations feel that their budgets do not align with the actual number of students at the school.

- *"We have transient populations so… if we do lose kids, there's new kids coming in and they're getting placed with us. The [budget] can stay the same… but the students will often change throughout the year."*

According to school leaders, staff adjustment, or the process where the district shifts funding for school staff after student enrollment numbers are confirmed in the fall of each school year, causes disruptions for schools.

- *"Fall [staff] adjustments… have a lot of consequences. Staff are pulled out of buildings. We're stealing from one and giving to another. It disrupts the culture of the building. It's pitting principals against each other."* - School Leader
- *"On-boarding a staff person mid-year [due to increased enrollment] is bad for kids."* - School Leader

Processes and Practices: Unclear Student Placement Processes and Practices

FAMILIES

For many families, understanding the different processes and steps involved in enrolling a child can be overwhelming.

- *"The process is not clear if this is your first experience with an educational system or new to the state/country."*
- For families with children with special needs, they seek *"greater transparency regarding the special education placement process."*
- *"It was not clear to me how being on the waiting list doesn't necessarily mean you move up. Other factors put other kids in front of yours. I actually went further down the waiting list and was finally told you'll never get in."*
- *"If you only want to go to your local community school it is not clear if you need to enter a second back-up plan. It is also not clear if you are guaranteed a spot in your local community school."*

SCHOOL LEADERS

School leaders feel that the fact that the student placement process is unclear leads to some benefiting over others.

- *"It's not transparent. I don't know what the process is. And even upon asking I have not received an answer as to what the process is."*
- Some *"Principals are not aware of waitlist practices and policies."* For others, *"The mysterious waitlists are enough to drive us [school leaders] crazy. We're not allowed to see them."*
- *"Make the criteria clear for open enrollment, and for placement. Transparency is needed when families request schools and are not given any of their choices."*
- *"The two-step process of going to the placement center and the building- the disconnect between placement and registration is confusing."*
- *"If they're unfamiliar with navigating the system, if they come from a traditionally underserved community, if they are new to the country, if they don't speak the language, navigating the public education system in the United States of America is an extremely complicated process."*
- *"Families that are new to the system, new to the educational process, they don't necessarily understand that being placed at a site doesn't mean that their registered and enrolled at that site."*

DISTRICT LEADERS AND STAFF

District leaders and staff are aware that many families experience challenges navigating the student placement process, particularly families who are unfamiliar with the process.

- *"The two-step registration process needs to go. It's a barrier and a prejudice. It's classist."*
- Special Education has their *"own placement team and process. It's a department within a department and it's not integrated."*
- Both district leaders and staff feel that some families are better able to understand and complete the school request and placement processes than others.
- *"Parents that don't know how to navigate the system or are preoccupied with other life issues and don't have mind space to worry about what will happen in August—it's a disadvantage to them."*
- *"If I'm...an affluent family I can navigate [the placement & registration process] right away. If I'm not an affluent family I have to do a lot to maneuver the process- it's a barrier for less affluent families."*

Processes and Practices: Lack of Role Clarity

SCHOOL LEADERS

The lack of clarity around roles makes it challenging for school leaders to implement consistent placement practices at schools.

- 55% of school leaders either *disagreed* or *strongly disagreed* that the role of school staff in the student placement process is clear, compared to 45% of school leaders who *agreed* or *strongly agreed*.
- 60% of school leaders either *disagreed* or *strongly disagreed* that the role of district staff in the student placement process is clear, compared to 40% of school leaders who *agreed* or *strongly agreed*.
- *"I don't know if [it's] a special education issue or placement issue, but addressing the percentages of students with SPED needs...all you have to do is track the numbers from north to south and you'll get highest to lowest."*
- *"It seems to have been implied that it's my decision…They [placement] said it's your call, it's the principal's decision. And then I feel really uncomfortable because I don't want to make it look like I don't want their family. But I also don't understand, well what is the policy or what is the practice, and is there a way to not have me be in that awkward position looking at a family in the* office who's waiting for me to make a decision."
- *"Historically whoever yells the loudest gets what they want at MPS. We haven't realized or we haven't accepted that's not true. And some of us at schools will yell to get what we want, just like some parents will. As a district we're more likely than not to acquiesce at some point so yes doesn't mean yes all the time and no doesn't mean no."*

DISTRICT LEADERS AND STAFF

District staff recognize that unclear student placement processes lead to inconsistent implementation practices.

According to district staff, inconsistent implementation of practices results in an unfair system in which some families benefit over others.

- *"It [the process] shouldn't rely on being connected to a district person who has connections to make things happen. It should be a fair and consistent process."*
- *"We're advocating for fair process. How can we get the process running in a fair way, so I don't have to have the connection and relationship with [district staff] to get things done for a family. How can we make the process fair so it doesn't rely on connections and relationships?"*
- *"What's our systematic approach to following through with families? We need to (systematize) the process."*

Family Experience: Insufficient or Inaccessible Information

FAMILIES

- *"[I} was told we would be in [the] lottery for both school choices and to list the community school first even though we wanted the magnet school over the community school. When talking to district staff the information changes depending on who you talk to. Highly irritating, unorganized and unprofessional."*
- *"Information that is available is very difficult to understand. Communication is almost non-existent."*
- *"Internal communication between district office, school, new family center, etc.. needs addressing."*
- *"I had no idea there was a school guide. It would have been very helpful to know more about each school."*
- *"Part of what was tough for us was that we were moving and weren't able to visit the schools in person; it would have been nice to make more visuals online for what the schools are like, ...There was also no good centralized place to learn about after care or summer care...The school websites would have been a really helpful spot to have links to that information."*

SCHOOL LEADERS

School leaders report that "*many of my families talk about not receiving information at all about the school request process,"* or do not receive information in a form that they can understand. School staff also acknowledge that some families may need different types of support than others to ensure that all families are able to participate in the school request process and make informed decisions.

- *"When parents tour there is so much confusion about school choice -- neighborhood schools or magnets, what area do you live in, busing, daycare, parents are overwhelmed!"* - School Leader
- *"Interpreting should be available to families and someone to help them fill out [the forms] since some of our families don't read/write."* - School Staff

School leaders also feel that MPS should "*provide a clear explanation of how students are chosen...before the process begins,"* and that "*there needs to be more community outreach prior to the choice card to share information about schools."*

- *"Meet families where they are at. Be present in the Park and Rec Centers, YMCA, YWCA, religious groups (churches) to reach out to families. Use our Cultural Family Liaisons and make sure each school has one for the growing demographics in their community."*
- *"Follow-up with parents that are on the waiting list. Let them know if and when they are dropped from the waiting list. Let them know where they are on the waiting list."*

DISTRICT LEADERS AND STAFF

- *"There's an information gap. We assume families know they need to fill out a choice card."*
- *"We need a way to information share from the district to the schools."*
- *"Overall, my big wish is to have more clarity. Parents have the right to not have child take the screener or to waive EL services. Whether parents know that is another question. I would love to have an EL placement person in the placement center to explain this to parents."*
- *"When I think about transition from middle to high school, it frustrates me that we're a district of schools, not a school district."*
- *"What I hear a lot is how much students have a stake in where it is they're going to go to school. Even students in 6th grade can make decisions about where they'll go to middle and high school... Reputation matters a lot."*

Family Experience: Insufficient or Inaccessible Information

STUDENTS AND TEACHERS

- CityWide Student Council members expressed a desire for MPS to share information with students and families about the school request process earlier and in more formats, in order to increase participation in the school request process.
- A majority of respondents to the EDIA teacher survey reported that they do not talk to families about the school request process. A majority of 8th grade teacher respondents, however, reported that they do talk to students about the school request process.

Family Experience: Lack of Resources and Supports

FAMILIES

- *"I also couldn't take time off of work to go tour schools, so I had to make my best guess based on what others said. The process is not friendly to working parents."*
- *"I know families who had no idea how the zoning worked and registered for schools outside of their zone and thus were not admitted to the district. I would not have understood the process if other parents had not been able to explain it to me."*
- *"We did not receive guidance on how to actually request school placement from the placement center, new family center, or schools themselves. Most people are familiar only with school process for kindergarten but do not know how to give guidance for students coming into the districts that are older grades. We are currently navigating this process on our own."*
- *"Yeah, there's papers and info [sic] but it's not the same [as] when you talk to a staff [person] and they walk through the process with you."*

SCHOOL LEADERS

- *"Have staff dig into the information about programs at schools so decisions are not only based on overall numbers."*
- *"Student placement is in a really hard position with competing values because one of the things we're talking about is choice and how we have schools that don't reflect the neighborhood around the school, and historically we have honored parent choice which tends to looks like it goes toward having our schools be [more] segregated than not. So if you're a person in placement, you have a parent in front of you saying, 'I want this school or I'm leaving the district.' You have people telling you, 'we have to recruit and retain.' And then from this side you have people saying, 'Do we value parent choice, does choice go above all else?' So as a student placement person it would be really hard to have my yes be yes and my no be no, because the values are in direct conflict with one another. So that's when things come about that make it look like some families can do this and other families can do this and who's got the power and who can approach placement in such a way that an exception is made for them. So as it trickles down to us, it looks like miscommunication or a lack of communication. When I think the root more is, we as a district and placement as a department doesn't clearly know what value do we uphold the most and how do we know."*
- *"It cannot be put upon the schools to do advertising for registration unless there is truly the funds and staffing in place for that work."*

DISTRICT LEADERS AND STAFF

- *"For me, I serve year-round as an interpreter since we don't have anyone in the placement center who speaks Hmong."*
- *"I had a family who had to wait until fall to complete the registration process at a school since no one was around during the summer months. They had to wait for the whole summer and wait right until school started to register."*

Family Experience: Disproportionate School Requests

SCHOOL LEADERS

- *"We lose kids of color when we fill with white families & the families of color who don't register in advance get denied a seat."*
- *For families who wish to seek a dual language program, seats need to be held for students whose families aren't able to access the system as easily. ...Many times,...our home language Spanish speakers lose the opportunity to participate in this program because they did not submit the choice card on time."*

DISTRICT LEADERS AND STAFF

- District staff perceive that families that know how to navigate the student placement process are more likely to participate in the school request process than others. *"When I think about what families truly request from me, they come with the OBMSA (Office of Black Male Student Achievement) book and they want to know where this program is. Black families know about it, they have flyers, old work books, screenshots and say "do y'all still have this?" [pointing to the flyer, old books, or screenshot]. That program isn't advertised or funded. It's not an EL program or a SPED program which are deficit programs, but that this program makes connections and helps center Black students and families. That's a program that's not supported that needs to be supported. It's underserved and undersupported but it's a great asset for closing achievement gaps."*
- *"What I hear a lot is how students have a stake in where it is they're going to school. Even students in sixth grade can make decisions about where they'll go to middle and high school...Transportation is an issue—if families can't get transportation to get to a specialized programs. Reputation matters a lot."*

Request and Placement Data

Over the last three years (SY17-19), across Kindergarten, 6th grade, and 9th grade families who identify having White children as well as families who are not eligible for educational benefits (Free or Reduced Lunch) were, in general, more likely to request schools within the school request window.

Kindergarten School Request Participation Data for Aggregate SY17-SY19

- Across all racial/ethnic groups, students who were non-FRL eligible participated at a higher rate than students who were FRL eligible.
- The percentage of kindergarten students who were placed at their school because they selected it as their top two choices is highest in South and Southwest Minneapolis. Additionally, magnet schools were more likely to receive request than community schools within each zone.

Sixth Grade School Request Participation Data for Aggregate SY17-SY19

- Although participation rates among students in sixth grade are significantly lower than kindergarten and ninth grade, the percentage of sixth grader students who were placed at their school because they selected it in the lotter is highest in South and Southwest Minneapolis. those who participated in the school request process

Ninth Grade School Request Participation Data for Aggregated SY17-SY19

- The percentage of ninth grade students who were placed at their school because they selected it in the lottery is highest in South and Southwest Minneapolis.

Family Experience: Lack of Equal Access to Schools

FAMILIES

- *"I want the school to feel warm, welcoming, and safe for all families."*
- *"We wanted our children to attend school with the other kids in the neighborhood, as long as that school is welcoming and is meeting their academic and safety needs."*
- *"[The] first factor in our choice was the high quality teachers. [The] second factor was location."*
- *"As a Lakota family we looked for a school in the district that our children would feel included in."*
- *"We look for a school that is welcoming and has a feeling of inclusiveness."*
- *"Safety, in every sense of the word, is a high priority in choosing where our children attend."*
- *"Ensure all schools are of high enough quality that zip code (or lack of one), and chance, are NOT the main deciding factors in my children's future success."*
- *"The process is not the problem. The problem is the extremely inequitable distribution of services, opportunities, and support amongst the schools throughout the district. The inequities are reflected in the services available as well as the academic outcomes. Just saying that "every school gets the same funding" is not equity, as every neighborhood is not at the same starting line. It's because of the inequities, the concentrations of wealth/poverty and what comes with those qualities, that the process is stressful."*

SCHOOL LEADERS

- *"What happens with our, especially [our] Latino families, is they arrive after the lottery and they say, 'We want to come here, but they tell us there is no space.' …Any of the schools that are popular, they get filled up too early and typically they get filled up with middle class famil[ies]."*
- *"[MPS should] ensure that all schools are equally accessible to families, including magnet programs that are often not advertised."*
- *"This process continues to create inequality...choosing winners and losers!"*
- *"Our biggest issue to retain families is transportation. There is very little to no communication to families when they lose transportation. We try to work with families to figure out a solution to transportation issues, but we usually lose those families to charters. They seem more willing to listen to families around transpiration needs."*

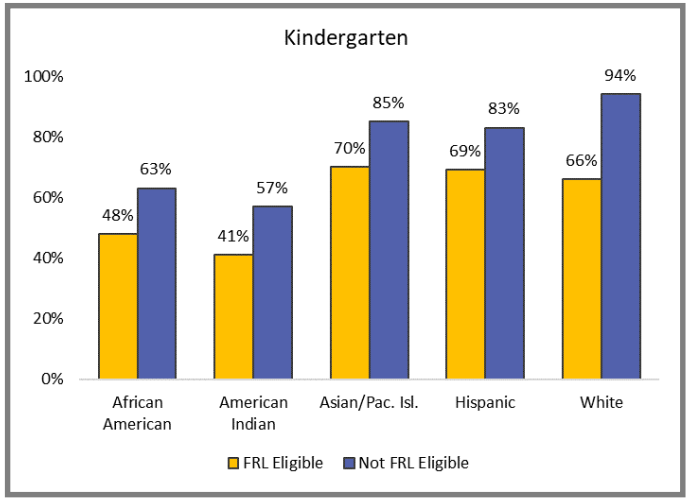
DISTRICT LEADERS AND STAFF

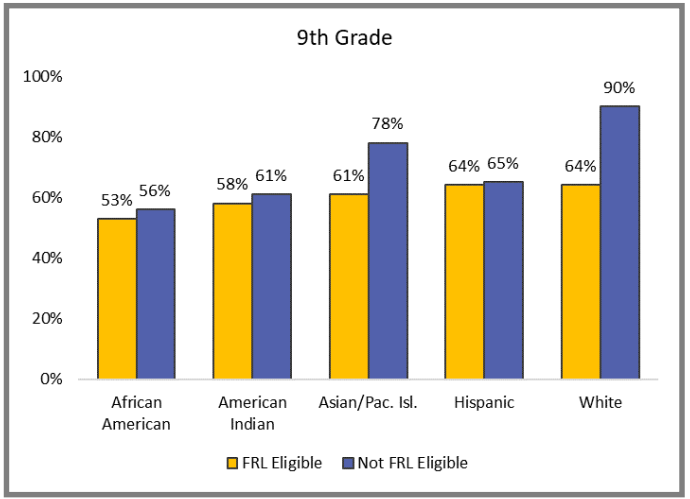
- *"It's advantaging some- families that know how to navigate the system. Predominantly white families that know all the protocols and can circumvent them for their own advantage."* - Associate Superintendent

STUDENTS AND TEACHERS

- Students who responded to a Student Placement EDIA survey reported that two of the most important factors they look for in a school are that the school is welcoming and has teachers that meet their needs. Teachers who responded to a survey reported that a top factor that would keep a family at a school is that the school feels welcoming.

Student Accounting Data: Participation in School Request





		African American		American Indian		Asian/Pac. Isl.		Hispanic		White	
		FRL Eligible	Not FRL Eligible	FRL Eligible	Not FRL Eligible	FRL Eligible	Not FRL Eligible	FRL Eligible	Not FRL Eligible	FRL Eligible	Not FRL Eligible
Kindergarten	Total Students	3028	507	255	49	301	326	1182	328	611	2979
	Participation Rate	48%	63%	41%	57%	70%	85%	69%	83%	66%	94%
6th Grade	Total Students	2707	410	284	37	244	174	1304	285	503	2279
	Participation Rate	12%	12%	14%	8%	11%	14%	12%	17%	14%	14%
9th Grade	Total Students	2939	586	283	57	338	217	1087	335	454	2195
	Participation Rate	53%	56%	58%	61%	61%	78%	64%	65%	64%	90%

Student Accounting Data: Seats Filled at a School

Schools in Zone 3 were requested at higher rates and filled more of their available seats through student first choice requests compared with the rest of the district, and schools in Zone 1 had the lowest request rates and percentage of seats filled via lottery requests. This pattern held true across all grades. For Kindergarten students, magnet schools within each zone were requested at higher rates and filled more seats through the lottery than their community school counterparts. Zone 2 schools had the highest percentage of seats filled by second choice requests.

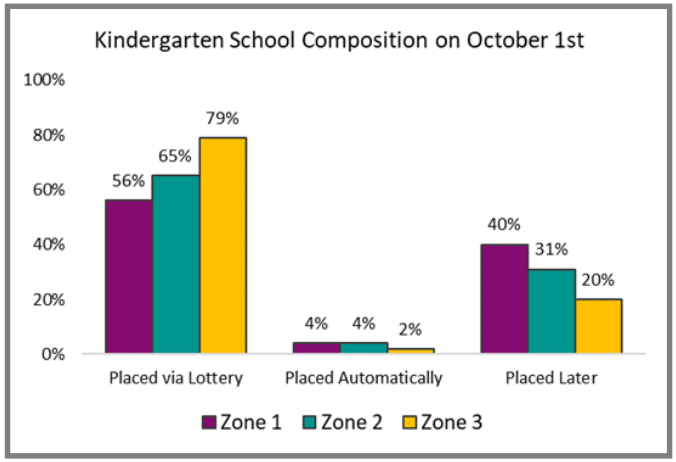
Seat Requests and Placements by School Zone and Student Grade										
			First Choice Requests				Second Choice Requests			
		Total Seats Available	Number of Requests	% of Seats Requested	Number Placed	% of Seats Filled by Placement	Number of Requests	% of Seats Requested	Number Placed	% of Seats Filled by Placement
Kindergarten	Zone 1	2713	1621	60%	1515	56%	802	31%	68	2%
	Zone 2	2636	1894	72%	1676	64%	1286	50%	148	7%
	Zone 3	3670	3159	86%	2799	77%	2000	57%	142	5%
6th Grade	Zone 1	2395	291	12%	170	7%	181	8%	40	2%
	Zone 2	2295	261	11%	180	8%	132	6%	26	1%
	Zone 3	2748	536	20%	340	12%	290	11%	39	1%
9th Grade	Zone 1	2240	1220	54%	1184	53%	750	33%	58	3%
	Zone 2	2200	1807	82%	1683	77%	1394	63%	111	5%
	Zone 3	2830	2633	93%	2168	77%	1429	50%	99	3%

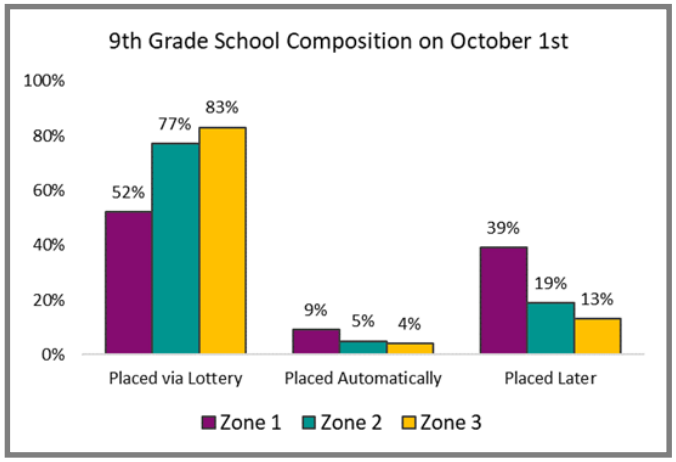
Student Accounting Data: Seats Filled at a School

Schools in Zone 3 were requested at higher rates and filled more of their available seats through student first choice requests compared with the rest of the district, and schools in Zone 1 had the lowest request rates and percentage of seats filled via lottery requests. This pattern held true across all grades. For Kindergarten students, magnet schools within each zone were requested at higher rates and filled more seats through the lottery than their community school counterparts. Zone 2 schools had the highest percentage of seats filled by second choice requests.

Kindergarten Only Seat Requests and Placements by School Zone and Type										
			First Choice Requests				Second Choice Requests			
		Total Seats Available	Number of Requests	% of Seats Requested	Number Placed	% of Seats Filled by Placement	Number of Requests	% of Seats Requested	Number Placed	% of Seats Filled by Placement
Zone 1	Community	2026	1161	57%	1107	55%	514	25%	50	2%
	Magnet	687	460	67%	408	59%	288	42%	18	3%
Zone 2	Community	1452	974	67%	908	63%	602	41%	123	8%
	Magnet	1184	920	78%	768	65%	684	58%	25	2%
Zone 3	Community	2258	1867	83%	1690	75%	1025	45%	127	6%
	Magnet	1412	1292	91%	1109	79%	975	69%	15	1%

Student Accounting Data: Student Placement Data





The data shown here represent all students in the given grades who were officially enrolled in MPS schools for the 2017, 2018, and 2019 school years. "Placed Automatically" means that the student continued at their current school or followed their designated pathway without making a request. "Placed Later" means that the student ended up at their October 1st school by requesting it any time after the lottery was run in March.

Student Accounting Data: Student Placement Data

School Composition on October 1st by Zone and Grade								
			Placed via Lottery		Placed Automatically		Placed Later	
		Total Students Enrolled Oct 1	% of Enrolled Students	# of Students	% of Enrolled Students	# of Students	% of Enrolled Students	# of Students
Kindergarten	Zone 1	2584	56%	1458	4%	93	40%	1033
	Zone 2	2614	65%	1702	4%	112	31%	800
	Zone 3	3580	79%	2820	2%	59	20%	701
6th Grade	Zone 1	2422	13%	304	64%	1560	23%	558
	Zone 2	2359	8%	200	80%	1887	12%	272
	Zone 3	2825	14%	396	77%	2185	9%	244
9th Grade	Zone 1	2297	52%	1199	9%	212	39%	886
	Zone 2	2307	77%	1771	5%	108	19%	428
	Zone 3	2830	83%	2362	4%	114	13%	354

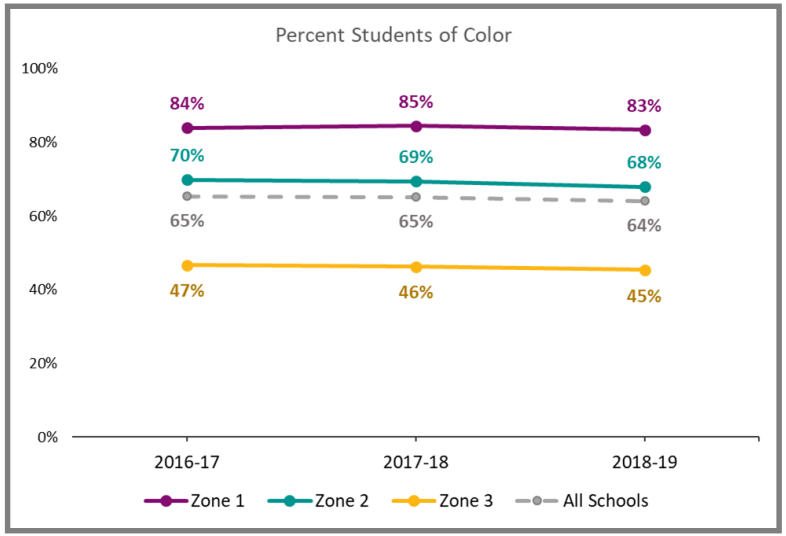
Kindergarten Only School Composition on October 1st by Zone and School Type								
			Placed via Lottery		Placed Automatically		Placed Later	
		Total Students Enrolled Oct 1	% of Enrolled Students	# of Students	% of Enrolled Students	# of Students	% of Enrolled Students	# of Students
Zone 1	Community	1900	57%	1078	4%	74	39%	748
	Magnet	684	56%	380	3%	19	42%	285
Zone 2	Community	1423	69%	975	4%	56	28%	392
	Magnet	1191	61%	727	5%	56	34%	408
Zone 3	Community	2175	81%	1756	1%	21	18%	398
	Magnet	1405	76%	1064	3%	38	22%	303

Enrollment Data: Over- vs. Under-Enrollment

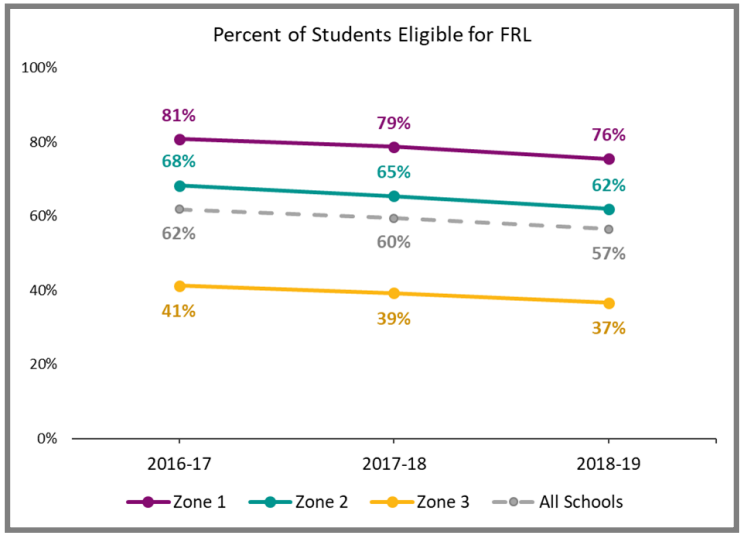
Current average percent enrollment to capacity (i.e. number of students enrolled compared to school buildings' capacities). *Note: the data in this table come from the 2019-20 MPS Boundary Study; high schools were not included in that study.*

	Current Enrollment to Capacity (K-2, K-3, K-4, K-5 & K-8 Sites)	Current Enrollment to Capacity (3-8, 4-8, 5-8, & 6-8 Sites)
Zone 1	68%	58%
Zone 2	90%	89%
Zone 3	99%	91%

Enrollment Data: Race/Ethnicity and Socio-economic Status



Over the past three school years, schools in Zone 1 have consistently had the highest percentage of students of color, while Zone 3 schools have had the lowest.

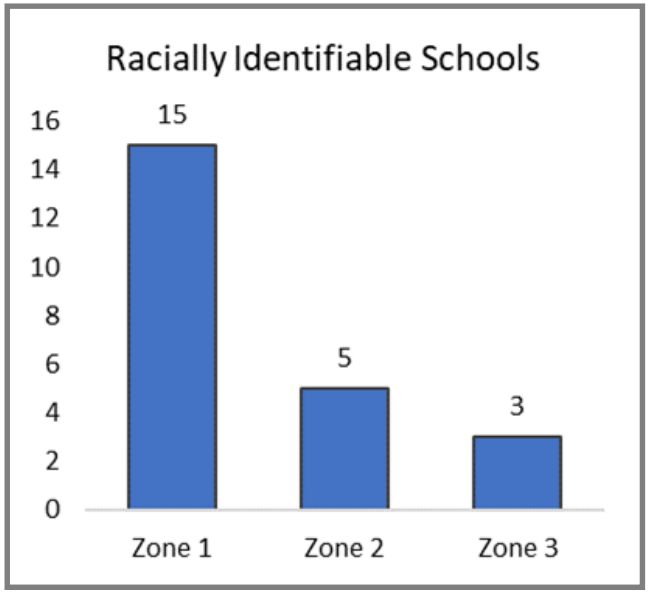


Over the past three school years, schools in Zone 1 have consistently had the highest percentage of students receiving educational benefits (free or reduced-price lunch), while Zone 3 schools have had the lowest. Overall, the portion of students in MPS receiving educational benefits has been decreasing since the 2017 school year.

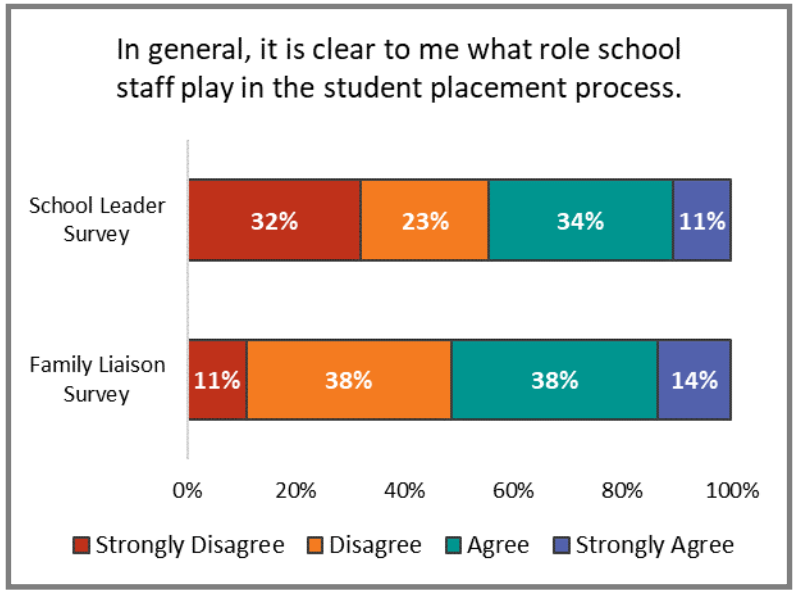
Racially Identifiable School Sites

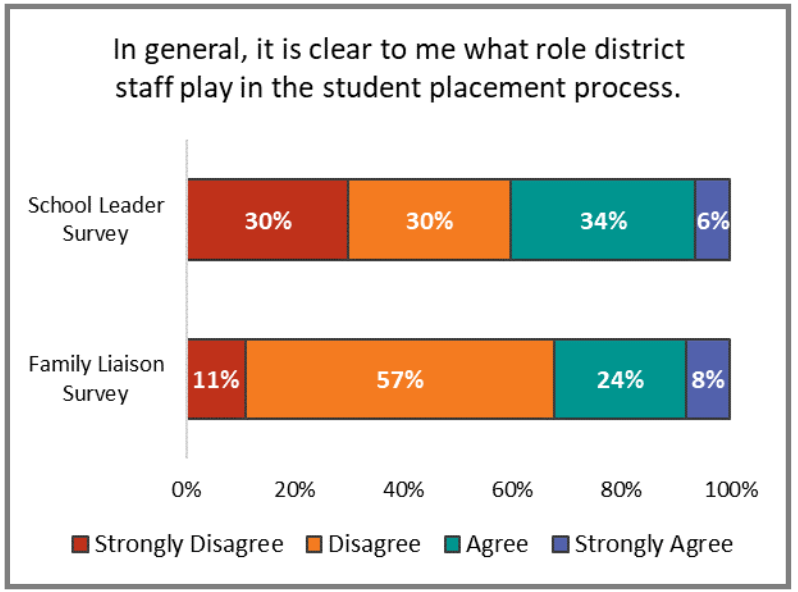
MPS has 23 schools that have been identified as Racially Identifiable Schools (RIS) by the Minnesota Department of Education. These schools are overwhelmingly located in Zone 1 of the district (North and Northeast Minneapolis). All RIS sites in MPS as of the 2018-19 school year:

Andersen Open Elementary	Zone 2
Anishinabe Academy Elementary	Zone 2
Anwatin Middle Com & Spanish D I	Zone 1
Bethune Elementary	Zone 1
Bryn Mawr Elementary	Zone 1
Cityview Community Elementary	Zone 1
Emerson Elementary	Zone 3
Folwell Arts Magnet	Zone 2
Franklin Middle School	Zone 1
Green Central Park Elementary	Zone 3
Hall Elementary	Zone 1
Henry Senior High School	Zone 1
Heritage STEM Academy	Zone 1
Hmong International Academy	Zone 1
Jefferson Elementary	Zone 3
Jenny Lind Elementary	Zone 1
Lucy Laney @ Cleveland Park Elementary	Zone 1
Nellie Stone Johnson Elementary	Zone 1
North Academy Arts/Communication	Zone 1
Olson Middle School	Zone 1
Sheridan Elementary	Zone 1
Sullivan Elementary	Zone 2
Wellstone International High	Zone 2

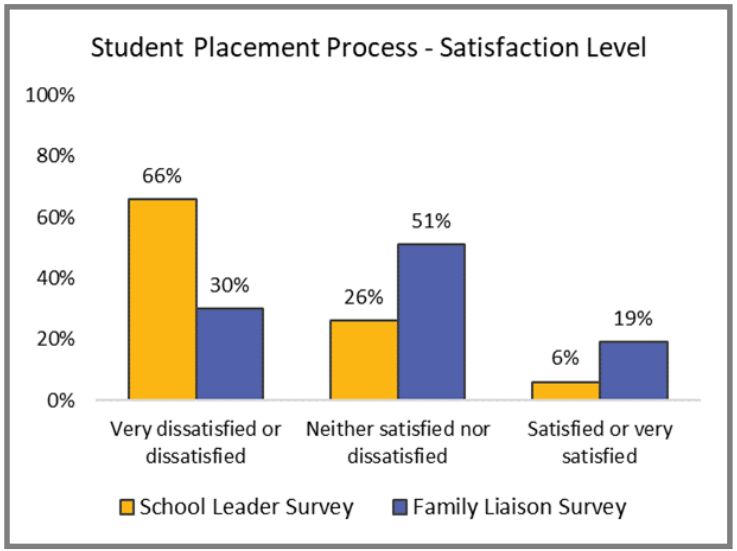


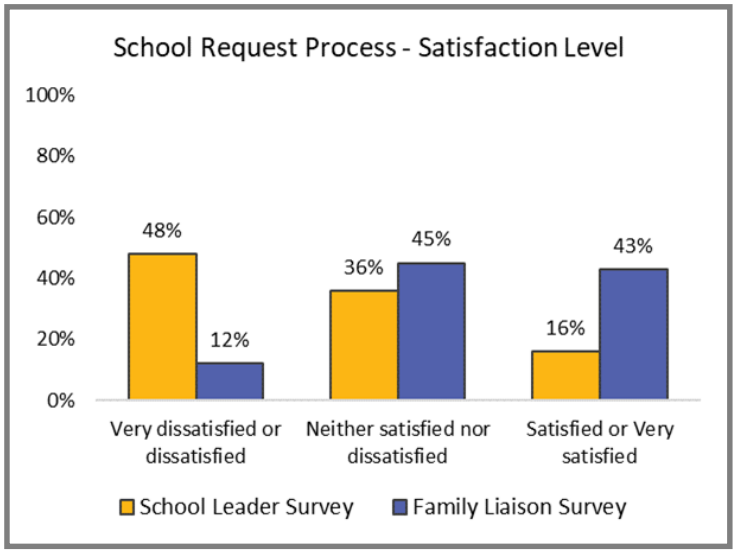
School Leader and Family Liaison Survey Data: Role Clarity



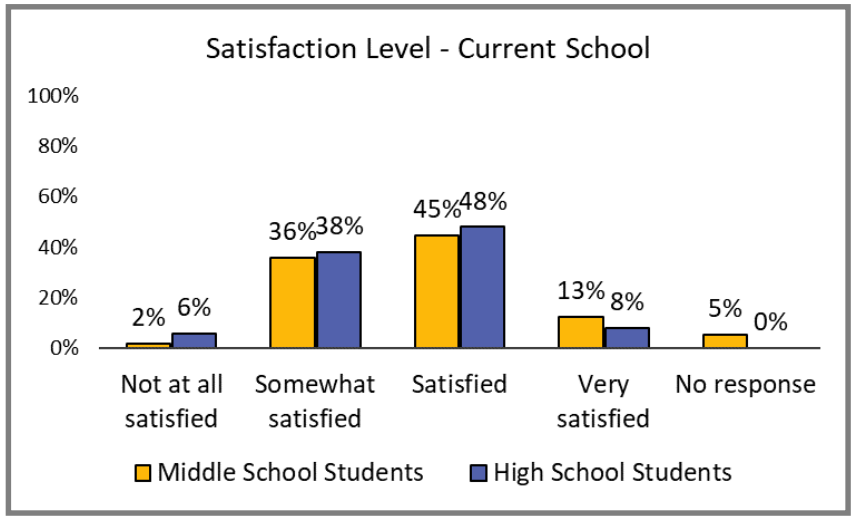


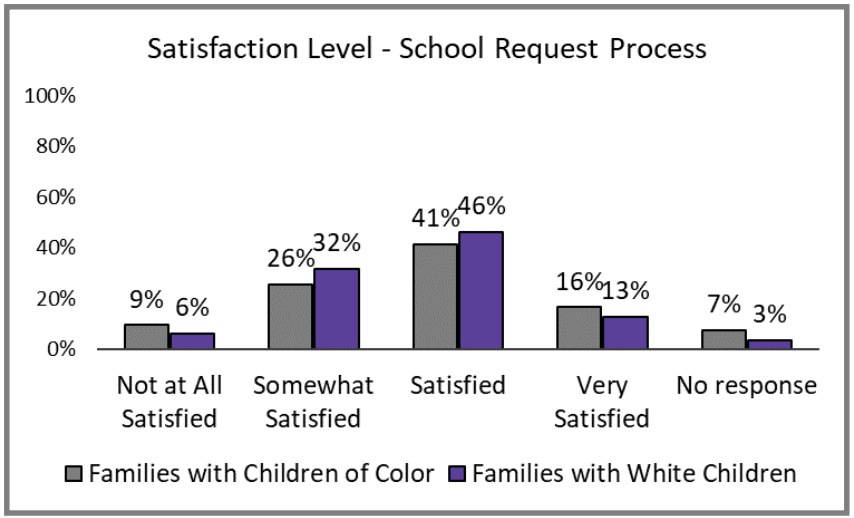
School Leader and Family Liaison Survey Data: Satisfaction Levels





Student and Family Survey Data: Satisfaction Levels





Family Survey Data

Factors that Make the School Request Process Challenging for Families

	African American/Black (*n* = 355)	American Indian/ Alaskan Native (*n* = 232)	Asian (*n* = 182)	Hispanic/Latinx (*n* = 420)	Hmong (*n* = 281)	Somali (*n* = 157)	White (*n* = 1897)
I did not have enough information to make an informed request	19.2%	18.1%	15.4%	24.3%	22.4%	38.2%	11.8%
I did not have access to technology	5.1%	9.1%	2.7%	6.7%	18.1%	26.8%	0.5%
I did not know about the request process/I do not know if I completed a request	13.5%	18.1%	9.3%	15.7%	19.9%	16.6%	5.2%
I was experiencing challenging life circumstances that made the process challenging	10.1%	12.1%	6%	8.3%	14.2%	14%	3.1%
The deadline was too early	11%	12.5%	12.6%	9.5%	19.2%	40.1%	6.3%
The process was too complicated	8.7%	11.2%	12.1%	11.7%	8.9%	22.9%	6.7%
There was a lack of information in a language that I can understand	5.6%	6.5%	3.8%	8.6%	17.8%	28.7%	0.9%
There was not enough support from staff to guide me through the process	12.4%	9.5%	11%	15.7%	20.6%	32.5%	7.1%
Other	12.7%	6.9%	14.8%	13.8%	9.3%	5.7%	15.2%
The school request process was not challenging for me	38.9%	39.7%	46.2%	36.4%	27%	12.1%	53.5%

Note 1: percentages are the percentage of all respondents in the specific racial/ethnic group. Note 2: respondents were asked to select all options that applied, so the percentages do not add up to 100.

Family Survey Data

Factors that Families Look For When Choosing a School

	African American/Black (*n* = 355)	American Indian/ Alaskan Native (*n* = 232)	Asian (*n* = 182)	Hispanic/Latinx (*n* = 420)	Hmong (*n* = 281)	Somali (*n* = 157)	White (*n* = 1897)
The school addresses behavior problems (e.g. fights, drugs, bullying) in a way that meets my family's needs	67.9%	65.1%	59.3%	64.3%	76.9%	68.8%	47.8%
The school addresses discrimination in a way that meets my family's needs	62.8%	56.9%	55.5%	60.7%	66.2%	66.2%	38.1%
The school demonstrates academic excellence	69.9%	66.8%	83.5%	70.5%	69.8%	83.4%	77.4%
The school feels welcoming to my family	78.3%	75%	76.9%	76.7%	69.8%	63.7%	83.6%
The school has a diverse student population	70.4%	63.4%	73.1%	63.6%	47%	56.7%	74.9%
The school has teachers that meet my family's needs	64.5%	63.4%	70.3%	66.7%	70.1%	60.5%	65.8%
The school is in a safe neighborhood	57.7%	53%	63.7%	53.3%	65.1%	66.2%	61.9%
The school offers culturally specific services that meet my family's needs (e.g. Office of Black Student Achievement, Indian Education)	48.7%	57.3%	22.5%	26.2%	39.9%	61.8%	8.8%
The school offers special education services that meet my family's needs	34.4%	38.8%	29.1%	31.7%	45.2%	54.1%	17.2%
The school offers specialized/magnet programming (e.g. Arts, Montessori) that meets my family's needs	36.1%	28.9%	42.3%	35%	45.6%	47.8%	37.5%
The school provides transportation that meets my family's needs	49.3%	58.2%	50%	60.7%	60.9%	68.2%	42.7%
There are other families in the school community like my family	47%	44%	44.5%	38.8%	49.1%	50.3%	34.6%
Other	6.8%	4.3%	11.5%	7.9%	5.3%	16.6%	10.9%

Note: respondents were asked to select all options that applied, so the percentages do not add up to 100.

Family Survey Data

Factors that Would Make Families Leave a School

	African American/ Black (*n* = 355)	American Indian/ Alaskan Native (*n* = 232)	Asian (*n* = 182)	Hispanic/Latinx (*n* = 420)	Hmong (*n* = 281)	Somali (*n* = 157)	White (*n* = 1897)
The school does NOT address behavior problems (e.g. fighting, drugs, bullying) in a way that meets my family's needs	81.1%	84.1%	83%	74%	77.2%	71.3%	81.6%
The school does NOT address discrimination in a way that meets my family's needs	79.2%	75.9%	69.2%	66.7%	64.4%	56.1%	55.9%
The school does NOT demonstrates academic excellence	66.5%	69.4%	74.7%	63.3%	64.1%	47.8%	71.2%
The school does NOT feel welcoming to my family	75.2%	72%	72.5%	68.1%	66.9%	52.2%	75.9%
The school does NOT have a diverse student population	54.1%	49.1%	45.6%	45.7%	43.1%	35%	36.7%
The school does NOT have teachers that meet my family's needs	67%	70.3%	75.8%	63.6%	62.6%	45.9%	69.7%
The school is NOT in a safe neighborhood	49.6%	53%	59.3%	45.5%	64.8%	43.9%	55.1%
The school does NOT offer culturally specific services that meet my family's needs (e.g. Office of Black Student Achievement, Indian Education)	39.7%	44.8%	17.6%	23.6%	31.7%	49%	7.9%
The school special education services do NOT meet my family's needs	34.6%	39.7%	28%	30%	41.3%	38.9%	20.4%
The school does NOT offer specialized/magnet programming (e.g., Arts, Montessori) that meets my family's needs	30.7%	30.6%	28.6%	26.2%	40.9%	31.2%	18%
The school does NOT provide transportation that meets my family's needs	42.8%	40.9%	38.5%	50.2%	53.4%	35%	30.2%
There are NOT other families in the school community like my family	33%	31.5%	27.5%	21.9%	32.4%	29.3%	17.6%
Other	4.8%	4.3%	8.2%	6%	3.9%	3.2%	5.4%

Note 1: percentages are the percentage of all respondents in the specific racial/ethnic group.

Note 2: respondents were asked to select all options that applied, so the percentages do not add up to 100.

Family Survey Data: Qualitative Themes

Qualitative Analysis: Other Factors that Influence Families' School Choice

Theme (Count)	Sub-Theme (Count)
Culture, climate, and relationships (858)	School culture/climate (216)
	Diversity (160)
	Welcoming/friendly atmosphere/community (160)
	Relationships/Sibling attendance (114)
	Parent/community involvement (72)
	Cultural competence/relevance (64)
Academics (604)	Quality instruction/teachers (262)
	Well-rounded programming (190)
	Academic achievement/rigor (152)
Location (528)	Location/Transportation (528)
Programming (414)	Out-of-school-time activities/childcare (152)
	Specialized programming (120)
	Advanced learner opportunities/coursework (98)
	Special education services (44)

Family Survey Data: Qualitative Themes

Qualitative Analysis: Other Factors that Influence Families' School Choice

Theme (Count)	Sub-Theme (Count)
Other (316)	Other (156)
	School administrators (94)
	Reputation of the school/ word of mouth (66)
School Logistics (298)	Class/school size (110)
	Start and end time (104)
	Budget/resources (34)
	Grade configuration (26)
	Facilities (24)
Pathway & Placement Process (46)	Pathway (30)
	Student placement process (16)