



Comprehensive District Design Update

Minneapolis Public Schools
Board of Education Meeting
Tuesday, September 10, 2019



Comprehensive District Design “The Why”

Why a Comprehensive District Design?

- MPS's current structure deprives a significant number of students of a well-rounded education.
- We fundamentally believe that continuing to do nothing, tinker around the edges, and maintain the status quo is unacceptable.
- We want all of our students to be equipped with the knowledge and skills to be successful in three key areas: Academics, Social and Emotional Skills, and Career / Life Experiences.

What Data Tells Us

Current district design results in persistent, disparate academic outcomes for students predictable by race and income.

MCA Math Proficiency (2018)	MCA Reading Proficiency (2018)	Graduation rates (2018)
White - 77%	White - 80%	White - 87%
Asian - 50%	Asian - 48%	Asian - 87%
Hispanic - 26%	Hispanic - 27%	African American - 61%
African American - 18%	American Indian - 24%	Hispanic - 57%
American Indian - 17%	African American - 22%	American Indian - 37%

What Data Tells Us

Current district design results in persistent, disparate academic outcomes for students predictable by race and income.

Policies and practices perpetuate racially and economically isolated schools

- Policy 5260B no longer reflects the reality of students' living situations, but is address-driven and limits options

Policies disadvantage certain groups of students from receiving their chosen schools

- Policy 6120 is built on antiquated constructs of how our families live, who they are, and their access to resources and information. It should be redesigned to fit current reality.

Inequitable access to effective teachers per ESSA law

- Through the Interview and Select process, schools serving the most-advantaged students attract applicants with about 3-4 more years of MPS teaching experience than schools serving the least-advantaged.
- The average years of teacher experience between schools with reading proficiency in the lowest fifth (10.9 years) vs. top fifth (17.4 years) is about 6-1/2 years

Inequitable access to rigorous, relevant coursework and extra-curricular activities

- Data shows disproportionate participation and passing rates in advanced coursework by zip code

Declining enrollment due to climate and culture, responsiveness to parent concerns and systemic inequities

- More than 80% of students leaving MPS during the school year are students of color

Comprehensive District Design Summer Work

What's Changed Since June?

Summer work continued on Comprehensive District Design (CDD)

- Spring feedback from community and Board meetings reviewed
- Feedback/discussion received at community events, focus groups, privately-hosted information events, meetings with various coalitions, etc
- Board directors asked for EDIA committee review of all school choice and school assignment policies
- MPS asked and participated in mediation regarding Cruz-Guzman educational adequacy lawsuit
- Federal policy for “Inadmissibility on Public Charge Grounds” (taking effect in October) will severely limit those seeking permanent residency and U.S. citizenship from completing Application for Educational Benefits.
 - Result could be significant decrease in MPS federal and state aid beginning in SY20-21

MPS Response to Summer Activity

The promise was to listen, reflect and adapt. We're doing that.

- Developed new decision making and implementation timeline
 - Includes more intentional engagement and proactive communication
- Changed some initial recommendations; postponed others for additional data gathering and engagement to make better decisions for students and families
- Stronger equity focus on recommendations using MPS Policy 1304
- More targeted recommendations anchored specifically on:
 - Changing policies and administrative practices found to perpetuate inequity
 - Integration
 - Alignment to ESSA requirements
 - Equitable access to experienced teachers and high quality instruction
 - Academic enhancements and equitable access to rigorous, relevant coursework and extracurricular activities

What Has Changed? (Differences in Proposal)

What's Different about the Comprehensive Design

With its board-mandated focus on policy, the CDD now attempts to dismantle historic, systemic racism by making systems-level rather than individual (school-by-school) changes

- Addresses accumulation of long-standing racialized policies and practices
- Structural racism produces and reproduces cumulative, lasting, race-based inequities
- Focusing only on individual instances of racism diverts attention from the structural changes that are required to achieve racial justice in education
- Leaders need to explicitly and implicitly challenge all manifestations of racism and racialization in our work and organization

(Hinson, Healey, Weisenberg, Bester and Sinclair, n.d.)

What's Changed? Why?

Recommendations more closely tied to the “compelling why”

Sharper focus on policy, practice and law

- Original plan emphasized changes at individual schools
- Need to better anchor proposed site actions to systemic policy and practice changes
- New recommendations will be anchored in disrupting systemic inequities for lasting holistic change
- EDIA will inform policy and practice changes
- ESSA will drive academic enhancements
- MPS Policy 1304 will be consistent lens

What's Changed? Why?

Pathway Recommendations

Initial pathway recommendations will be reevaluated using added data

- Future decisions will include:
 - Data from completion of the school choice/placement policy EDIAs
 - Data from a new study of transportation and community school boundaries for each school, being conducted by Edulog
- Data and modified recommendations presented to Board and public in November 2019
- Public engagement from January 15-February 15, 2020
- No board action taken until March/April 2020
- Adopted recommendations implemented by SY22-23

What's Changed? Why?

Immersion School Recommendations

Advisory Committee to be formed

- The advisory will support all language programs (ESL, world languages, and dual languages)
- Parents from each immersion site with intentional over-representation of Latino parents
- First meeting in October 2019 to review and provide recommendations to the Design team in November
- Public engagement from January 15-February 15, 2020
- No board action will be taken until March/April 2020
- Adopted recommendations implemented by SY21-22 at the earliest

What's Changed? Why?

Grade Reconfiguration

Grade configuration recommendations will be reexamined

Future decisions will include:

- Board values direction in September
 - Data from completion of the school choice/placement policy EDIAs
 - Data from a new study of transportation and community school boundaries for each school, being conducted by Edulog.
- Results/recommendations of those studies presented to Board and public in November 2019
 - Public engagement Jan. 15-February 15, 2020
 - No board action taken until March/April 2020
 - Adopted recommendations implemented by SY22-23

What's Changed? Why?

Centralized CTE Center

Gather additional feedback on initial recommendations

- Final decision should be informed by results of federally-mandated local CTE needs assessment survey that ensures continued funding for CTE programming – Fall 2019
- Results/recommendations of those studies presented to Board and public in November 2019
- Public engagement January 15-February 15, 2020
- No board action taken until March/April 2020
- Adopted recommendations implemented by SY22-23

What's Changed? Why?

Special Education Redesign

Gather ongoing feedback on initial recommendations

- Partial EDIA to examine policy and practice implications
 - Level 1-3 services in every building
 - Programs determined by enrollment
 - Every middle and high school serves all students needing special education services
 - Cluster elementary schools to provide specialized programs
 - Pathways TBD
- Board vote on Special Education recommendation November/December 2019

What's Changed? Why?

Feasibility Studies of Small Specialty High Schools

Anwatin no longer identified for separate feasibility study

- Changes to pathway or programs at Anwatin will be considered as part of holistic plan for magnet programs and school boundaries
- Consistent with more systemic approach to these topics.

Wellstone High School feasibility study (Oct. 2019)

- To determine merit of a proposal for school to be housed on MCTC campus

Heritage High School feasibility study (Oct. 2019)

- To determine educational adequacy of current location and sustainability of current staffing based on enrollment and required programming

FAIR High School feasibility study (Oct. 2019)

- To determine merit of a proposal to convert FAIR to a “conservatory model” arts high school

Longfellow High School feasibility study (Oct. 2019)

- Feasibility of co-locating the school in-tact in another District school building

Looking Ahead

What's Next for Comprehensive District Design

Multiple Opportunities to Listen, Inform and Engage

- Ongoing conversations with City, County, State and community-based partners around such issues as *Stable Homes*, *Stable Schools*, segregation and wrap-around services
- Well-published timelines for decision-making, Board action and when information will be presented to Board
- Engagement opportunities co-created by communities most disadvantaged with District's current structure
- Public engagement cycles with time to digest and discuss recommendations well in advance of Board decisions
- Additional surveys with oversampling for disenfranchised communities

Key Milestones

Modified timeline & additional considerations presented

September 2019



EDIA: All School Choice Policies & Procedures

September – November 2019



Additional study of school boundaries & integration impacts

September – November 2019



Board “deep dive” discussions on data, guiding principles

August – December 2019

Collect student voice;
staff and community
feedback through
surveys, Parent
Evaluator Project, Focus
groups, etc. survey

September -November 2019



Staff, student and
community
engagement

Throughout SY19-20
especially January –
February 2020

Focus on academic
programming

Arts, ethnic studies, curriculum
implementation, four core
priorities, accelerated learning,
arts, STEAM, etc.

Ongoing



Focus on innovation,
professional
development, and
cultural humility at
all levels of MPS

Ongoing



BOARD VOTE on values resolution to include:

- Integration
- Middle grades configuration
- Subsidizing small schools
- Aligning Comprehensive Design recommendations to ESSA and Board Policy 1304

September 2019



BOARD VOTE on high school feasibility study recommendations

First read November 2019
Final vote December 2019

BOARD VOTE on integration budget & budget pro forma for SY20-21 including investments in academic programming for:

- STEAM
- Ethnic Studies
- Restorative Practice

First read December 2019
Final vote January 2020



BOARD VOTE on recommendations from EDIA policy study, boundaries study, CTE, identification of magnet and specialty schools

First read March 2020
Final vote April 2020

