



# Integration & School Choice in MPS

September 2019

# Courageous Leadership

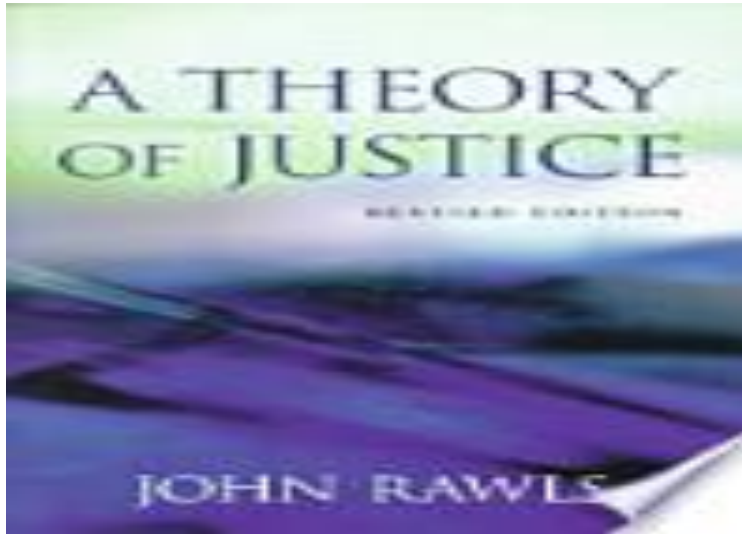


Greatness is telling the truth & being courageous in pursuit of justice. The worst thing you could tell young people is to be successful but become well-adjusted to an unjust status quo as opposed to being great & being maladjusted to an unjust status quo.

— *Cornel West* —

**AZ QUOTES**

# Competing Values



**Difference principle**

**Entitlement principal**

**Redistribution of wealth**

**Just acquisition**

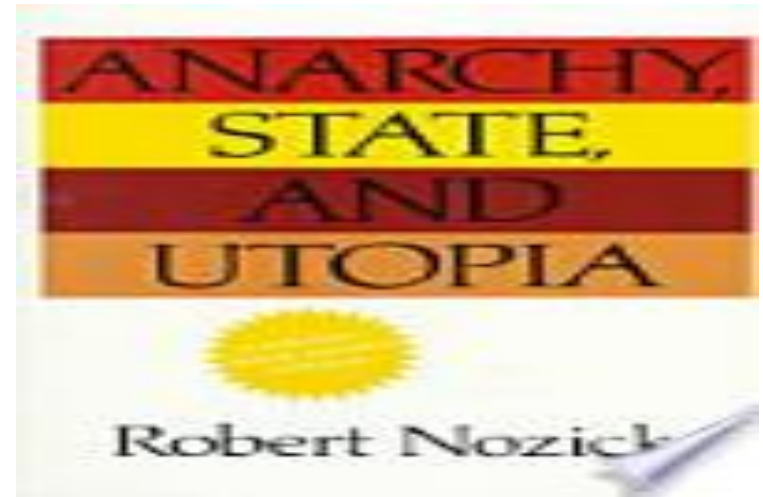
**Inequalities only justifiable if the promote welfare of least advantage**

**Justice as fairness**

**Justice as liberty**

**Interrupting structural inequalities**

**Choice and voluntary transfers**



**No involuntary transfer of wealth**



**MINNEAPOLIS  
PUBLIC SCHOOLS**  
Urban Education. Global Citizens.

# Key Milestones in Choice and Integration

**1954** Brown vs. Board of Education

**1964** Civil Rights Act

**1968** Green vs. County School Board of New Kent County

**1969** Swann vs. Charlotte –Mecklenburg

**1972** Earl Larson declares Minneapolis schools must integrate after deciding Minneapolis had “intentionally” and “deliberately” kept students segregated (11,000 students bused)

**1983** Judge Larson releases Minneapolis from Federal Supervision. MDE must enforce integration guidelines

**1988** Open enrollment Law

**1990-2000** Student of color and Free and Reduced enrollment increases from 43 to 66 percent

**1995** NAACP lawsuit

**1999** MDE desegregation rule: Beginning of integration revenue and Choice is Yours Program (students bused to suburban schools)

**2003** Forty six percent of Minneapolis Schools report student bodies that are 81 percent to 100 percent non-white

**2007** Race cannot be the sole factor in assigning students to schools. Districts may continue voluntary efforts including school choice and magnet programs

**2015** Cruz- Guzman vs State of Minnesota argues that state has enabled racial segregation in the seven-county metro area by allowing single race charter schools and letting families enroll outside of their assigned schools and school districts

# Overview: Current State

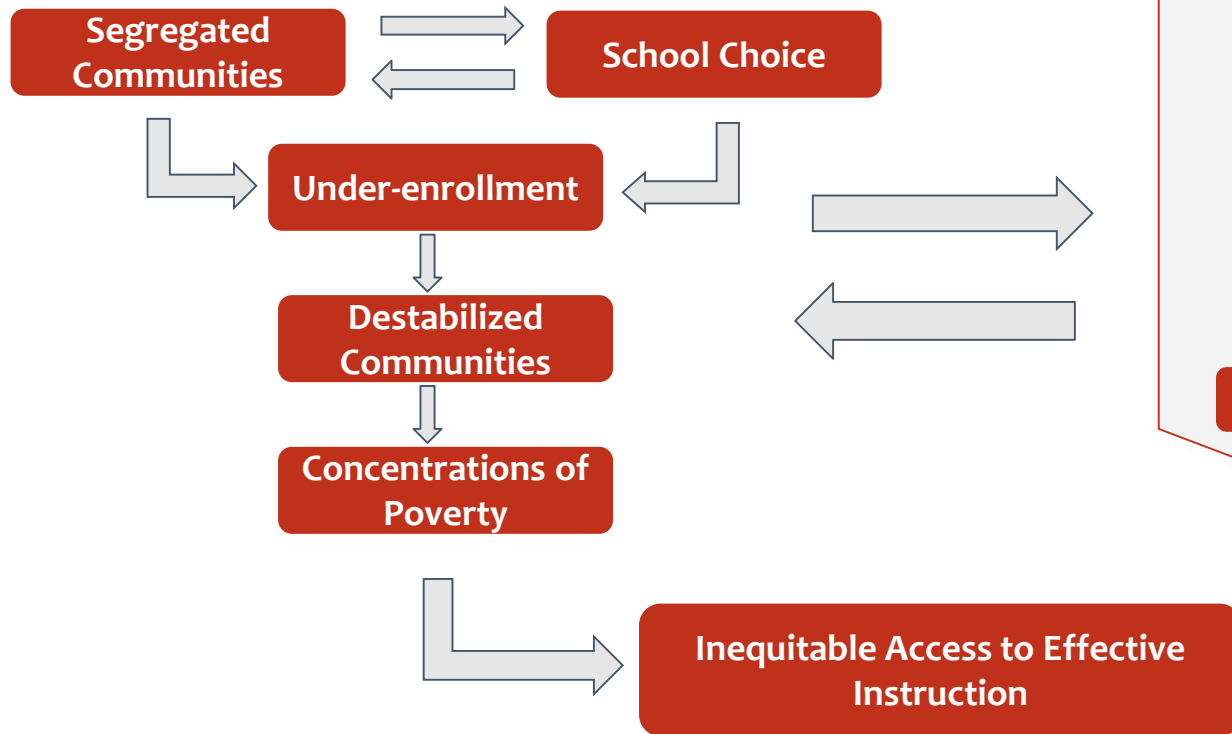
- Mirroring a national problem in urban education, MPS faces significant internal and external challenges in providing a well-rounded, high-quality educational experience for all students, especially historically underserved students.
- At the root of these issues is school segregation due to community segregation, as well as high levels of family choice within and outside of the district. Participation in the choice process itself is not equal and is influenced by race, income and levels of family engagement. This leads to concentrations of poverty and inequitable learning conditions for students.
- In addition, a teacher and student belief gap exists that is identifiable by low expectations and underestimation of social and emotional skills.

# Overview: Current State

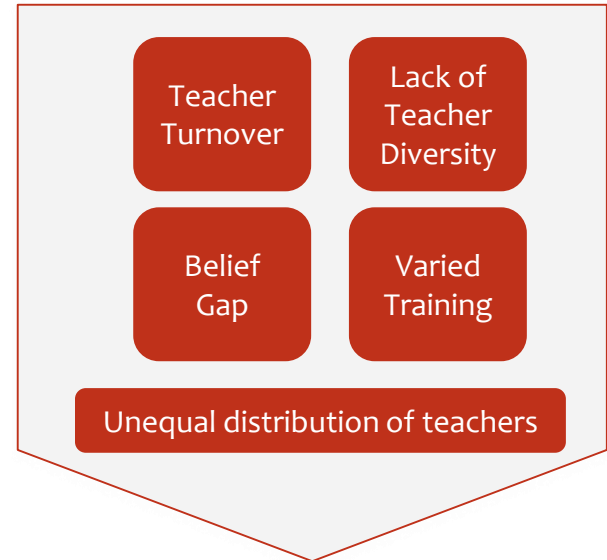
- These challenges are compounded by systems that perpetuate decreased stability and quality of staff in high need schools.
- Teacher preparation programs are not consistently preparing teachers for the challenges of working in MPS and the teacher pipeline is predominately white.
- Experienced teachers tend to move into wealthier schools, creating turnaround and vacancies at higher-needs schools that tend to be filled by less-experienced educators.
- MPS is taking the lead nationally in transparently addressing these issues, including through the comprehensive design process

# Impact of Compounding Systemic Challenges

## CITY, STATE, & DISTRICT

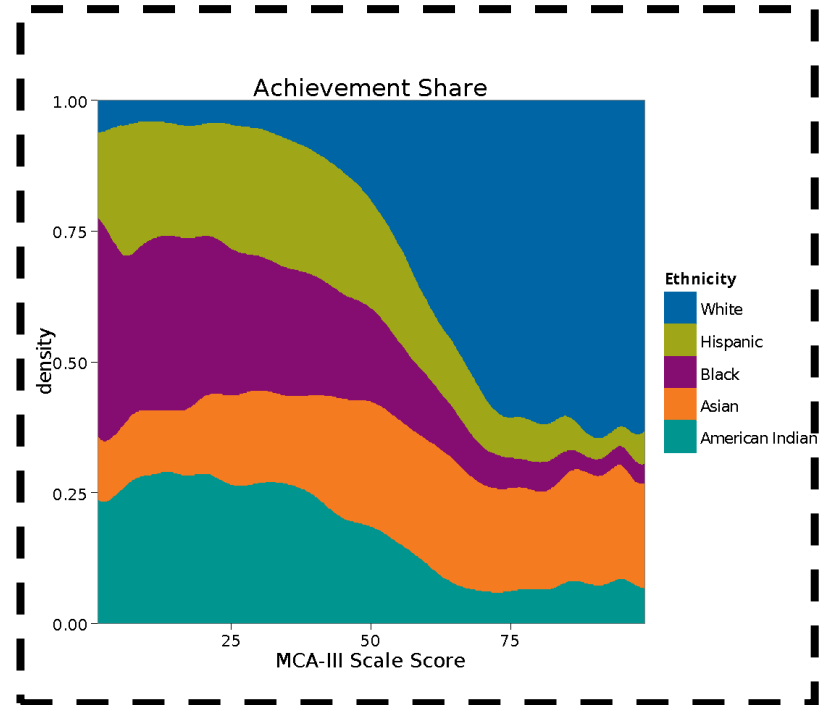


## DISTRICT & TEACHER PREPARATION



# Minneapolis Achievement Gap

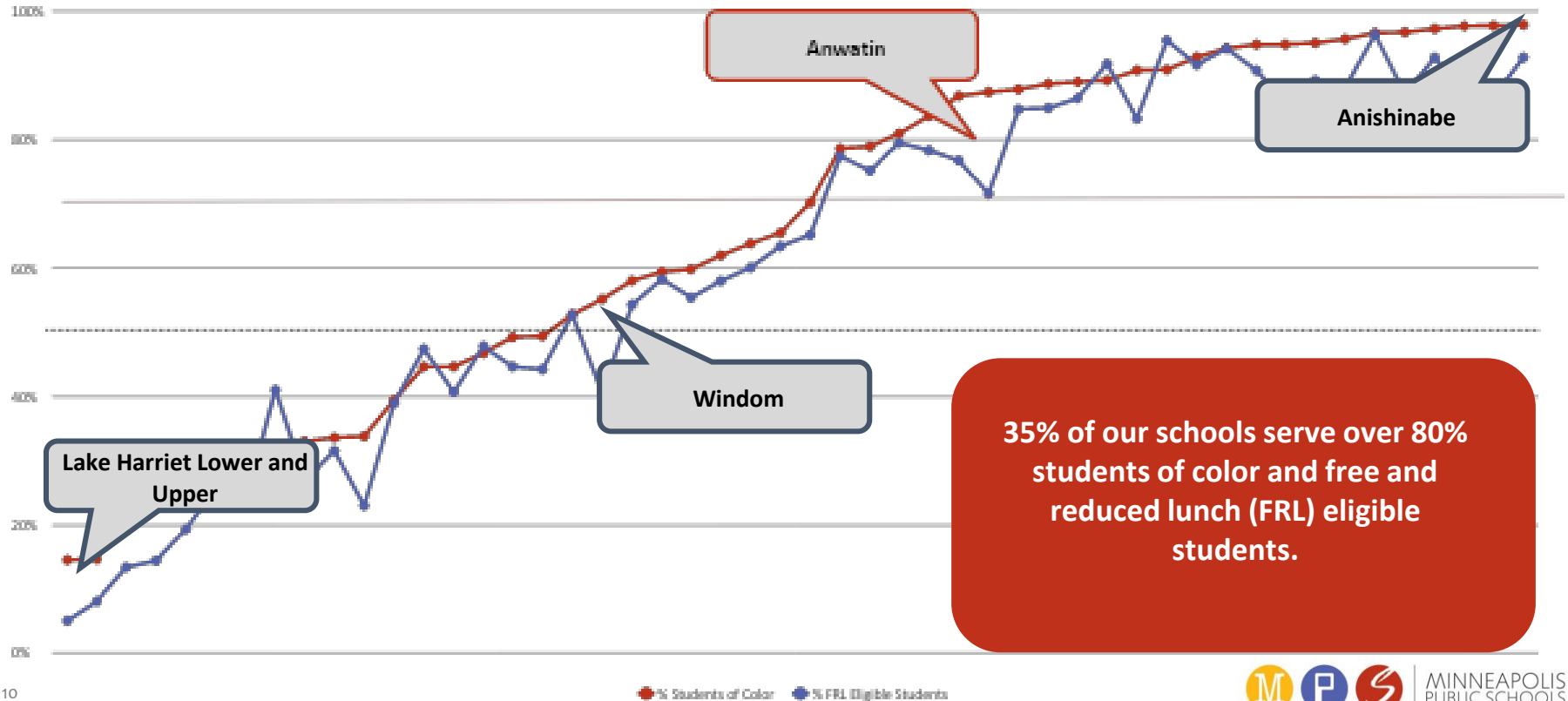
The majority of white MPS students are proficient in reading, while the majority of students of color are not.





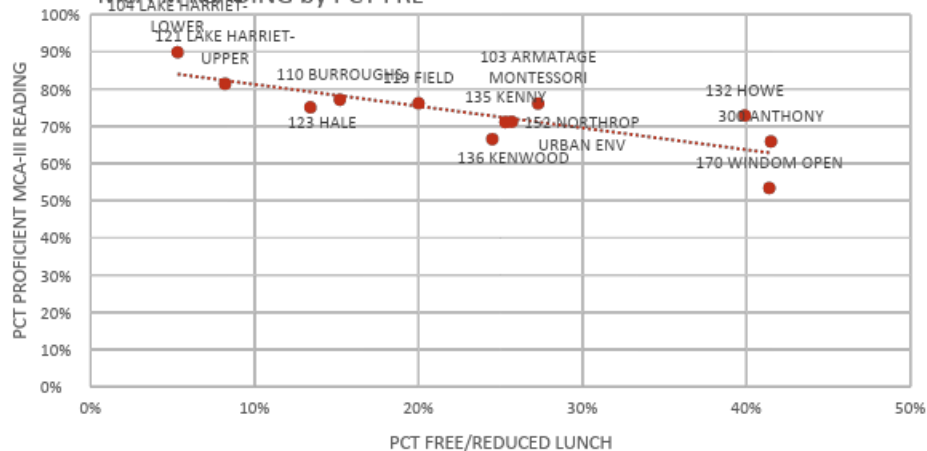
# What is Relationship Between Race, Income and Achievement?

# Relationship Between Race and Income



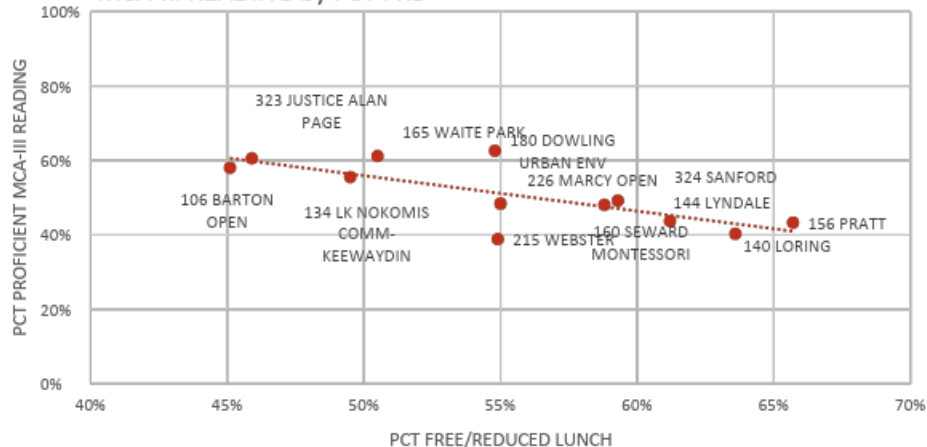
MPS K-8 SCHOOLS (FRL FIRST QUARTILE) - PCT PROFICIENT 2018

MCA-III READING by PCT FRL



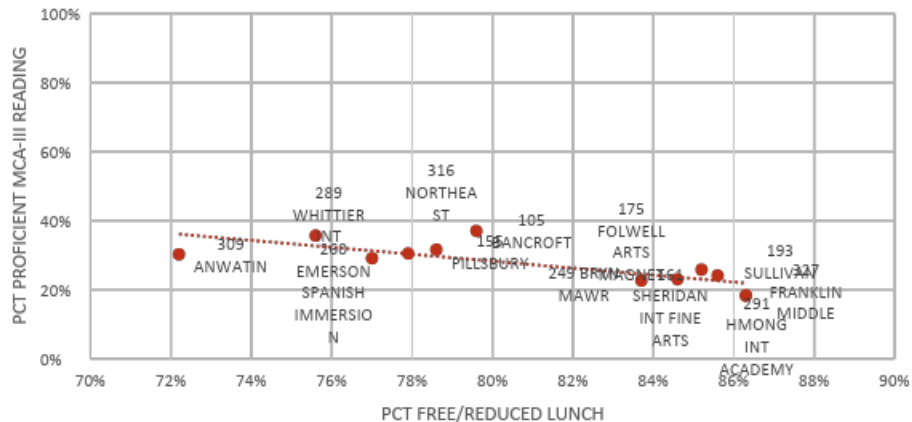
MPS K-8 SCHOOLS (FRL SECOND QUARTILE) - PCT PROFICIENT 2018

MCA-III READING by PCT FRL



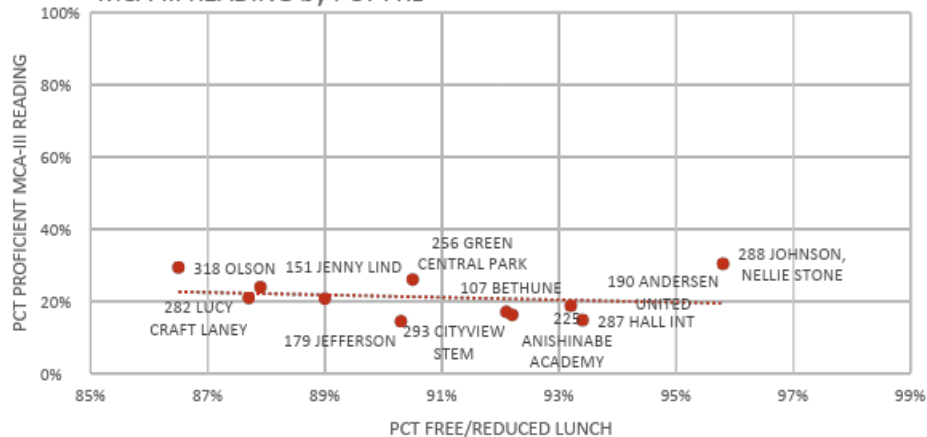
MPS K-8 SCHOOLS (FRL THIRD QUARTILE) - PCT PROFICIENT 2018

MCA-III READING by PCT FRL

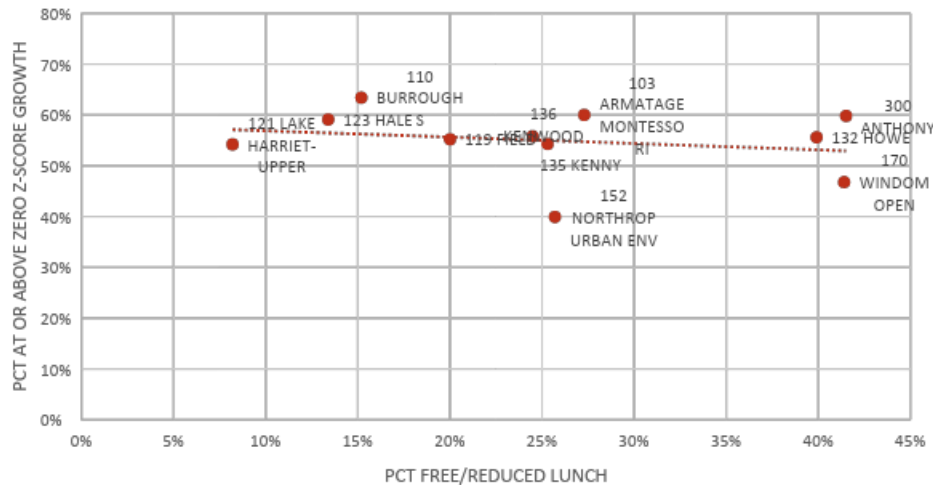


MPS K-8 SCHOOLS (FRL FOURTH QUARTILE) - PCT PROFICIENT 2018

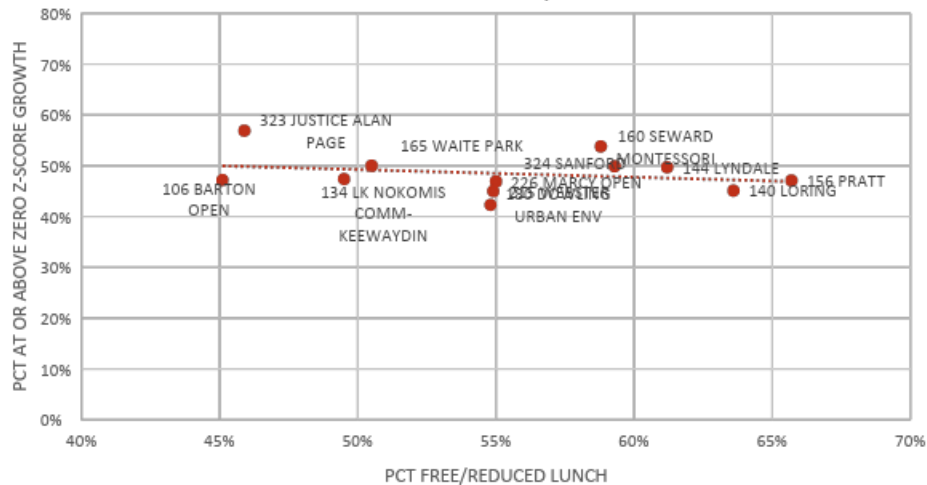
MCA-III READING by PCT FRL



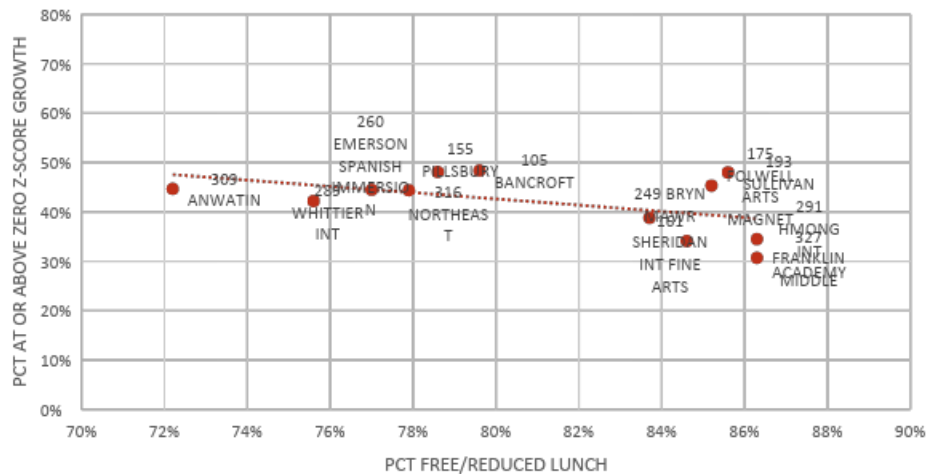
MCA-III READING GROWTH: FIRST QUARTILE FRL PCT



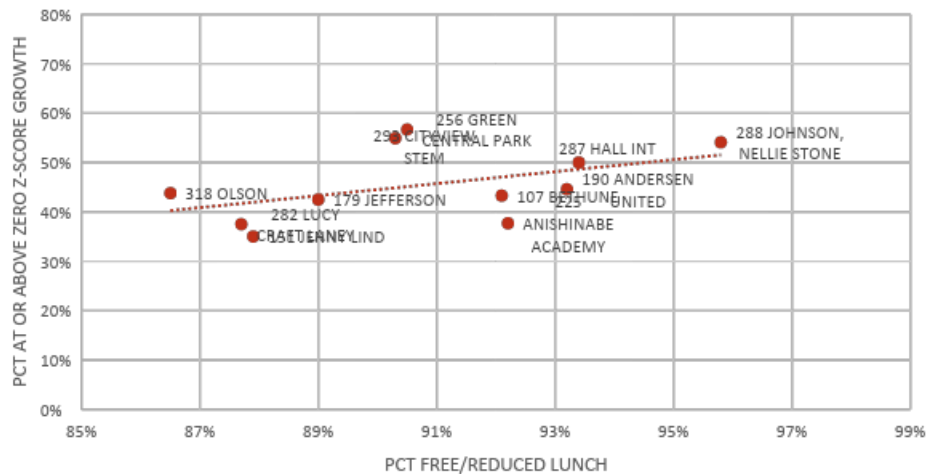
MCA-III READING GROWTH: SECOND QUARTILE FRL PCT



MCA-III READING GROWTH: THIRD QUARTILE FRL PCT

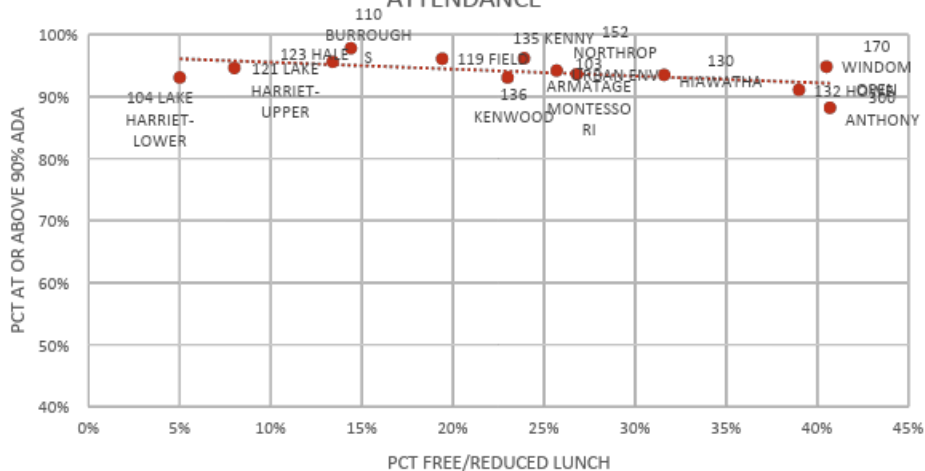


MCA-III READING GROWTH: FRL PCT



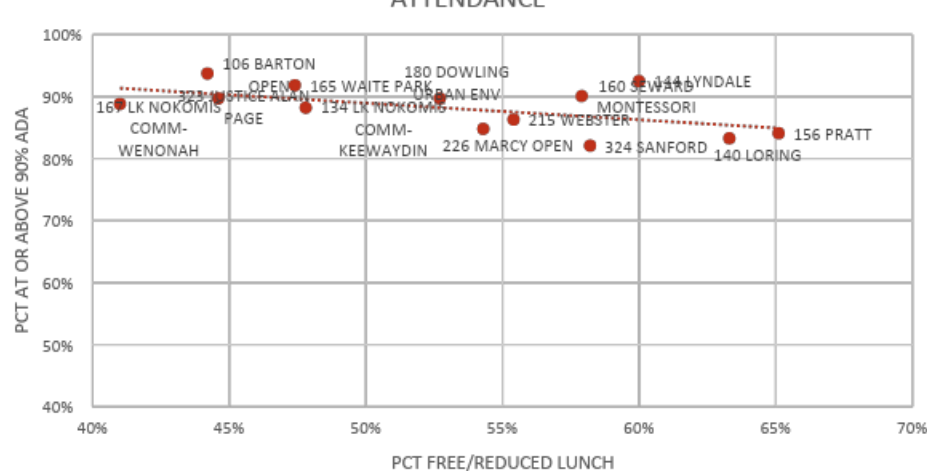
K-8 FIRST QUARTILE FRL - AT OR ABOVE 90% AVG DAILY

ATTENDANCE



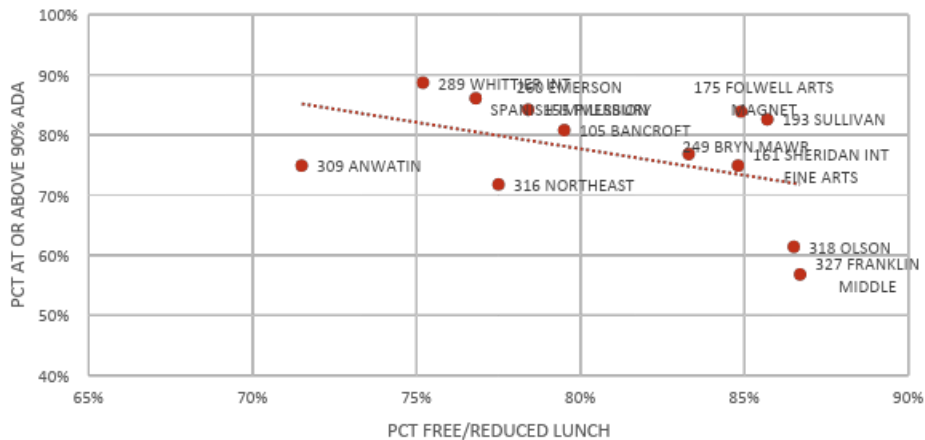
K-8 SECOND QUARTILE FRL - AT OR ABOVE 90% AVG DAILY

ATTENDANCE



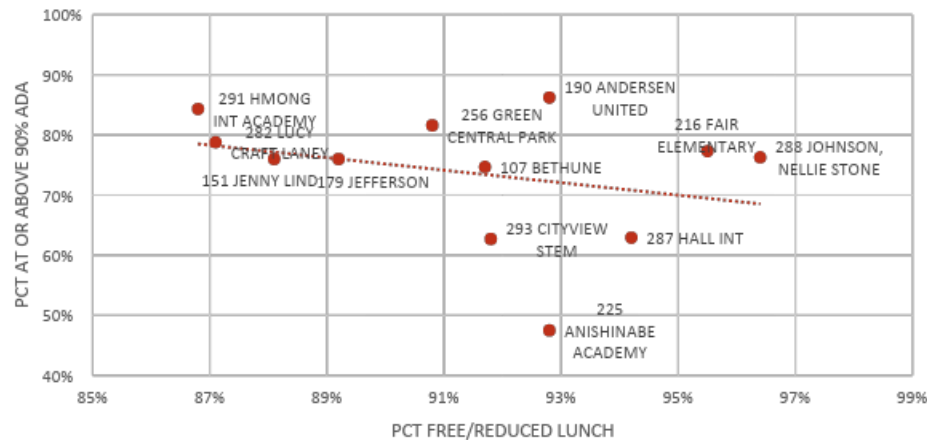
K-8 THIRD QUARTILE FRL - AT OR ABOVE 90% AVG DAILY

ATTENDANCE



K-8 FOURTH QUARTILE FRL - AT OR ABOVE 90% AVG DAILY

ATTENDANCE



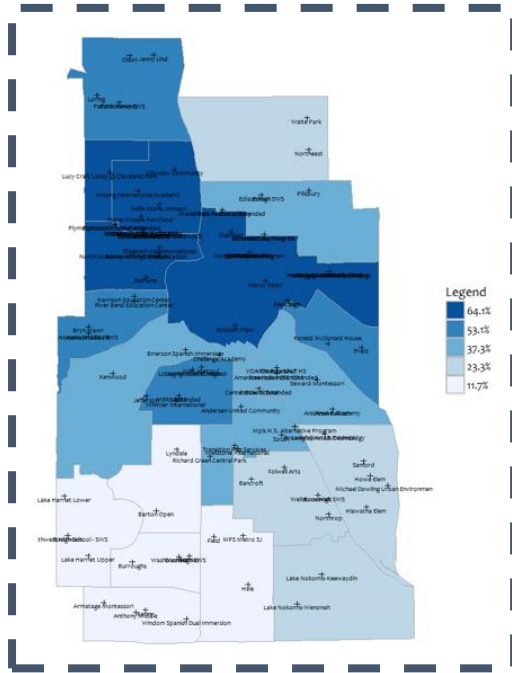
# Challenges

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

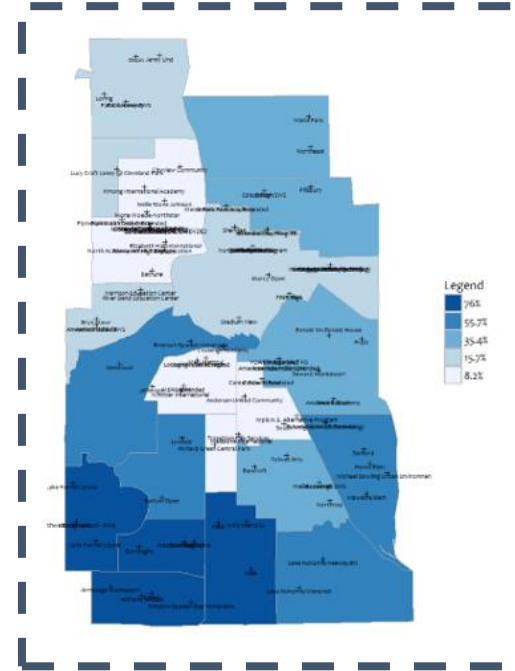
# Segregated Communities

# Race/Ethnicity by Community

Percent of students identifying as African American



Percent of students identifying as White

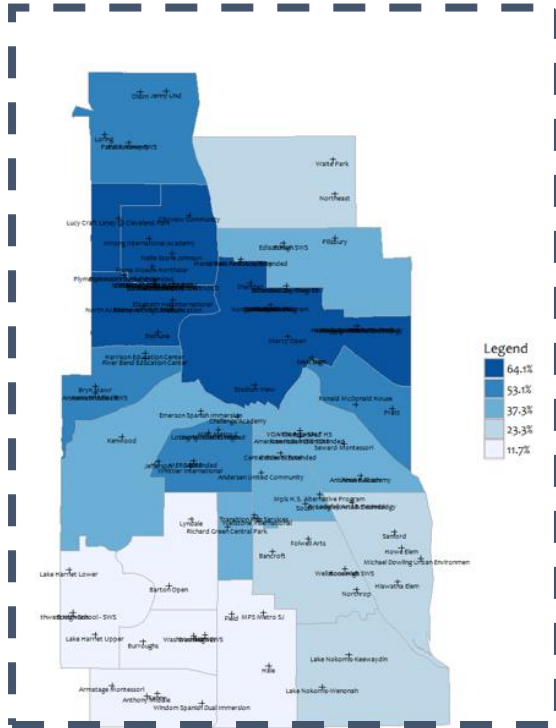


Dark Blue represents highest proportion

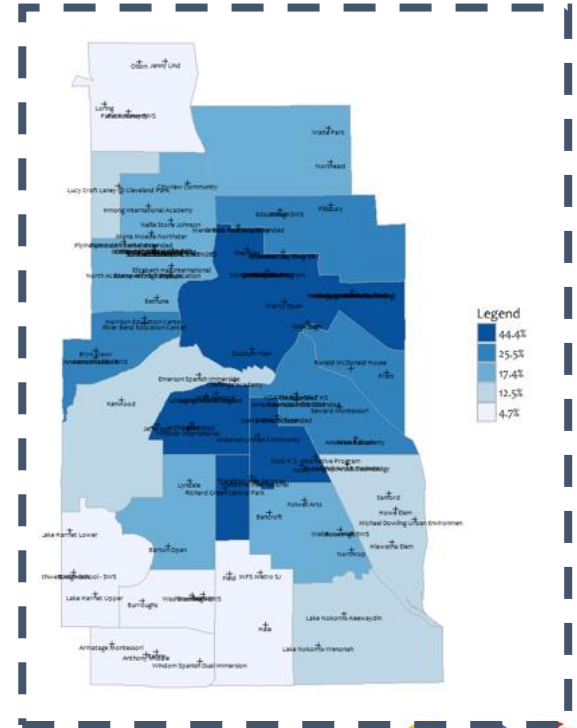


# Income and Language by Community

Percent of students eligible for Free & Reduced Lunch (FRL)



Percent of students learning English



Dark Blue represents highest proportion

# MPS Choice: Magnet and Specialty Schools

# Current State of Integration and Choice in MPS

- Housing segregation and choice has contributed to deep concentrations of poverty and pockets of underachievement.
- Choice has unintentionally contributed to racial, economic, and parent flight that exacerbates concentrations of poverty
- MPS loses 5,000 students per year to open enrollment in other districts
- MPS loses an additional 5,000 students per year to charter schools
- Lowest enrollment is on the northern borders of the district

# Impact of School Choice

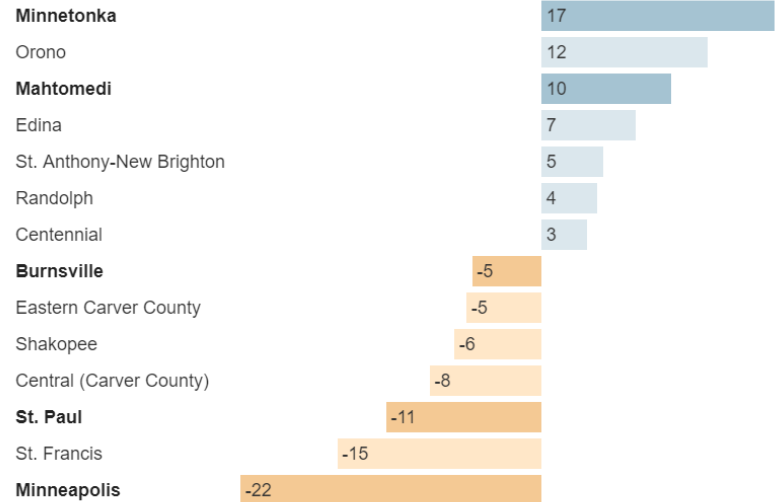
For every one student gained,  
MPS loses 22 students through  
school choice

Dupuy, B., & Webster, M. (2017, September 24). School choice splits Twin Cities suburbs into haves, have-nots. Retrieved from <http://www.startribune.com/school-choice-splits-twin-cities-suburbs-into-haves-have-nots/447378683/>

## School choice net winners and losers

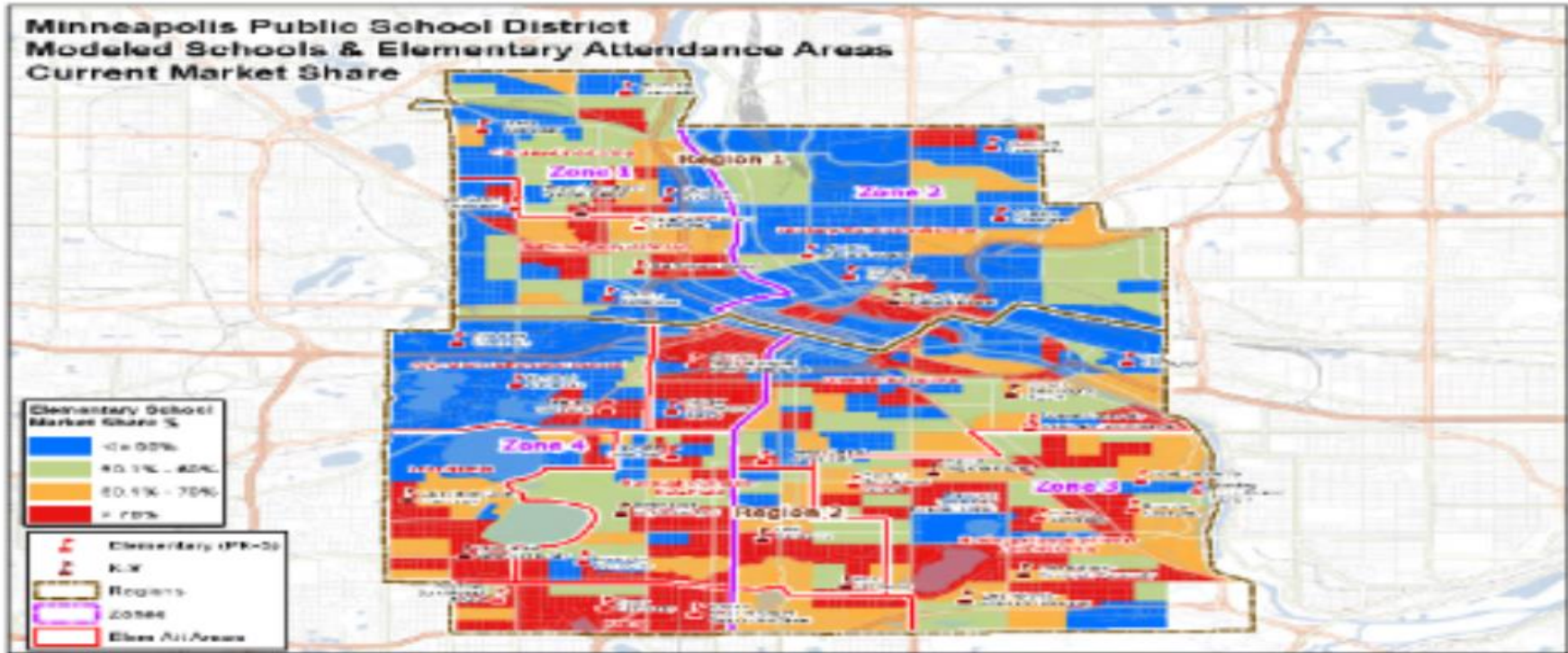
Some Twin Cities school districts gain more students than they lose through school choice or lose more than they gain.

■ Students gained per each student lost ■ Students lost per each student gained



Source: Star Tribune analysis of Minnesota Department of Education data • Created with Datawrapper

# Lowest Enrollment on North Borders



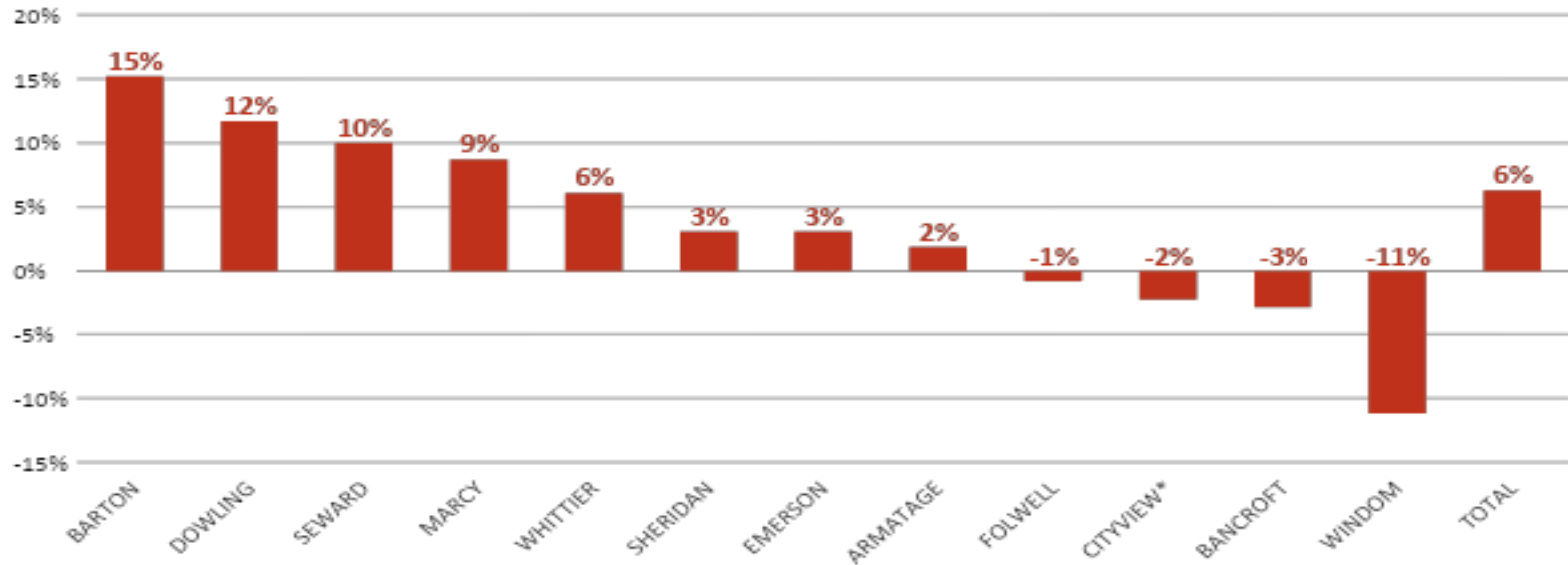
# Minneapolis Public School Market Share

- Loss of student market share to charter schools and open enrollment perpetuates racial isolation
- MPS has lowest market share in North and Northeast (between 40%-60% of students living in these areas attend MPS schools)
- Market share is highest in South Minneapolis, which has higher proportions of white and wealthier students (more than 75%)



# Magnet Schools

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



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



# Demographic Changes Over Time

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

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

# Belief Gap

# Belief Gap

Defined as the persistent and deep divide between what parents believe their children are capable of and what MPS adults believe the children can do. Children live up or down to the expectations that other people set for them.

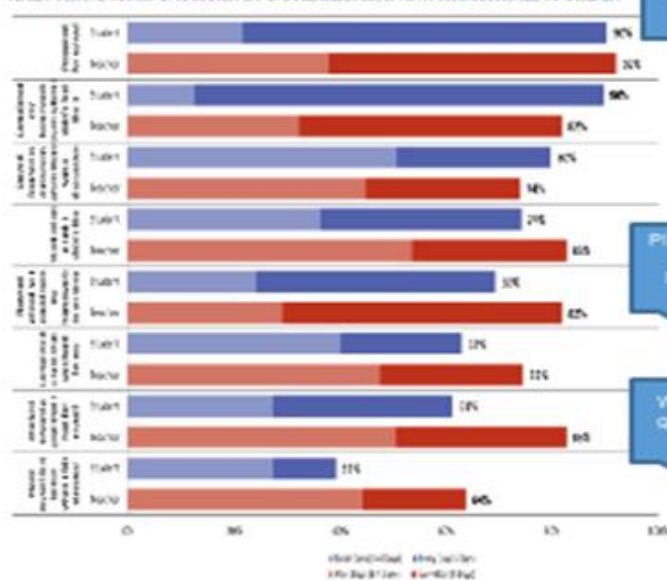
- Undermatching
- Advanced Learners
- Conscious and unconscious bias: Difference by race (red and blue) alignment in graphs
- Over- and under-estimation of social and emotional skills by race

# Perceptions of Self-Management

How do perceptions about Self-Management vary across stakeholder groups for White students?

This chart presents student and teacher responses to the 2019 Civil-Check Items. The chart below displays the percentage of White students who were identified by each of the respondents (i.e., the student themselves or the students' teachers) that they engaged in the skill within Most Days or Every Day.

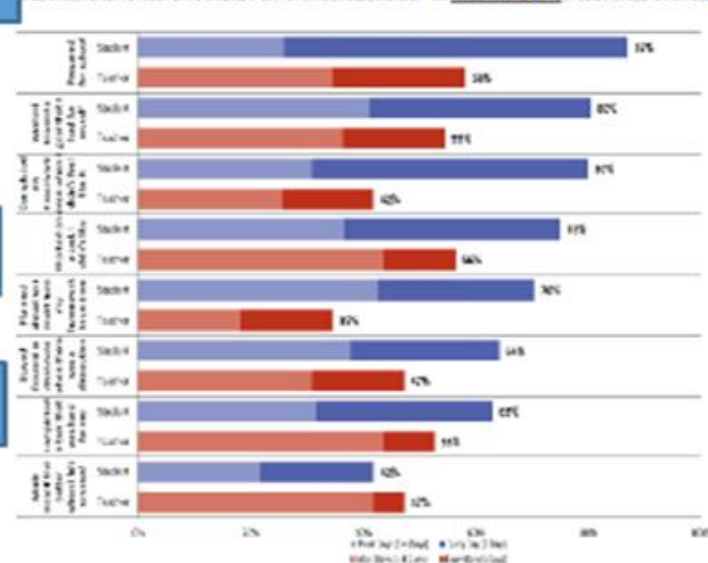
PERCENT RESPONDING MOST DAYS OR EVERY DAY BY STAKEHOLDER GROUP FOR WHITE STUDENTS' SELF-MANAGEMENT



How do perceptions about Self-Management vary across stakeholder groups for African American students?

This chart presents student and teacher responses to the 2019 Civil-Check Items. The chart below displays the percentage of African American students who were identified by each of the respondents (i.e., the student themselves or the students' teachers) that they engaged in the skill within Most Days or Every Day.

PERCENT RESPONDING MOST DAYS OR EVERY DAY BY STAKEHOLDER GROUP FOR AFRICAN AMERICAN STUDENTS' SELF-MANAGEMENT



# Teacher Preparation

# Teacher Preparation: Challenges

**Barriers to entry** for potential teacher candidates are high:

- Tuition costs
- Loss of wages due to student teaching
- Application requirements that are not correlated with teacher performance but are often required by programs for accreditation

There is a **misalignment of number of candidates pursuing specific license areas and hiring needs** (e.g. social studies vs. special education).

The vast majority of new teacher candidates are white and there are **limited teacher candidates of color**, especially in hard to fill areas.

# Teacher Preparation: Challenges

New teachers are too often **underprepared to teach in MPS classrooms.**

Key areas of concern cited by principals, new teacher mentors, and new teachers include:

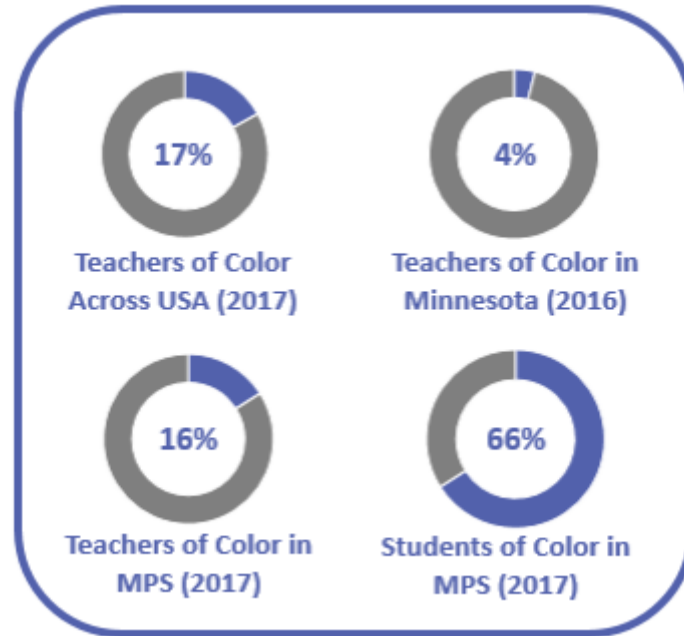
- Lack of effective classroom engagement strategies
- Limited training in culturally responsive pedagogy and racial equity
- Limited training on the fundamentals and brain science behind effective literacy instruction

# Teacher Diversity



# Teacher Diversity Challenges

The MPS teacher workforce does not represent the racial diversity of its students.



# Teacher Diversity

Increasing racial, linguistic, socio-economic and gender diversity has **positive effects** for all students including increases in:

- Student engagement
- Student achievement
- High school completion
- College attendance

This is more pronounced effect when teacher and student share same characteristics of identity

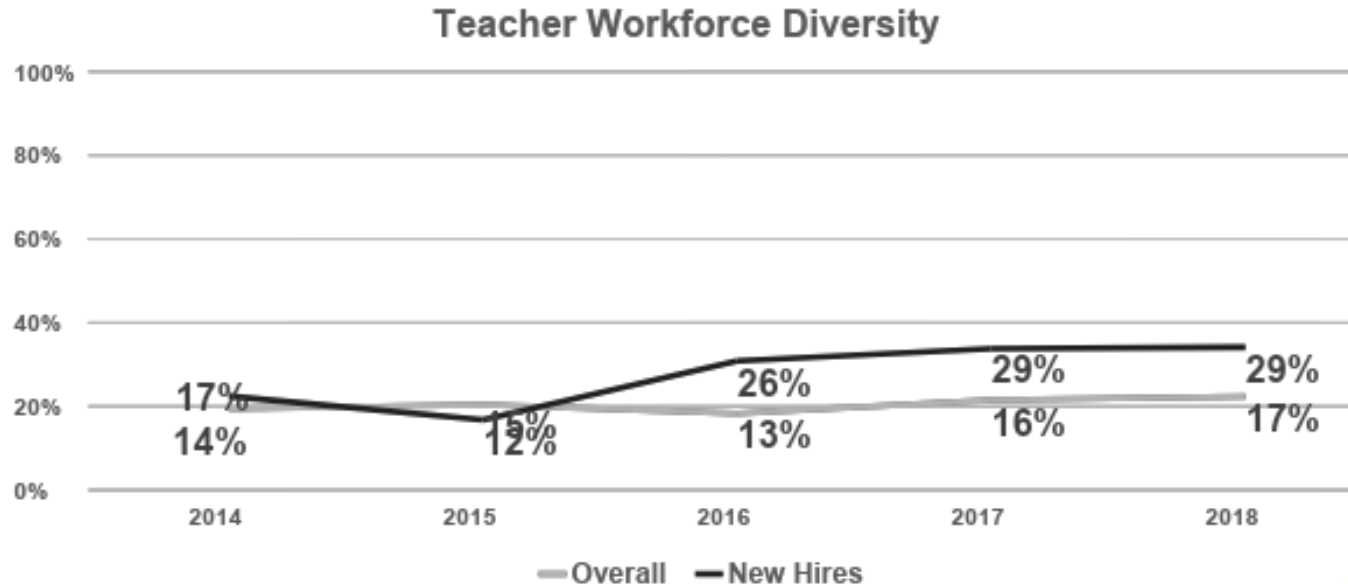
# Teacher Diversity

Recent studies found:

- Low income, black male students who have one black teacher during 3-5<sup>th</sup> grade had 39% decrease in high school dropout rate and 29% increase in desire to attend 4-year college.
- Black teachers are less likely than white teachers to perceive Black students' behavior as disruptive

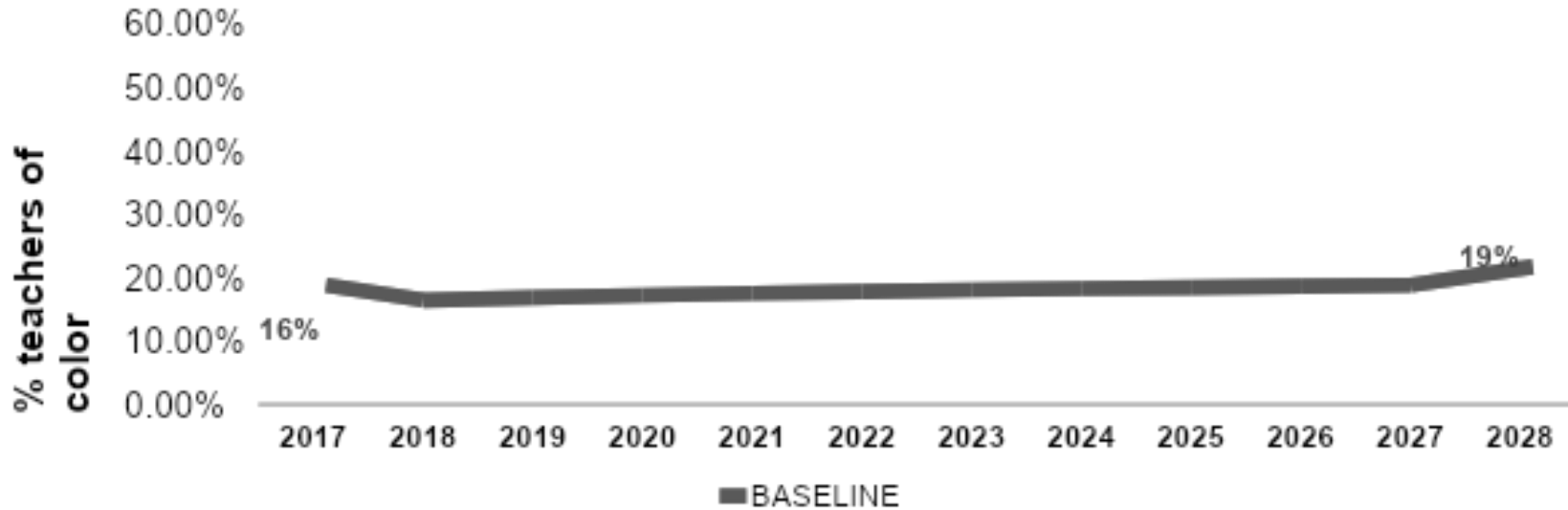
# Teacher Diversity Challenges

MPS has increased teachers of color but progress has been incremental



# Teacher Diversity Challenges

If all variables remain constant, including improved rates in hiring, only marginal changes to teacher diversity will occur.



# Teacher Effectiveness & Distribution

# Teacher Effectiveness and Distribution

Research shows:

The teacher is the most important factor affecting student learning and has longitudinal implications for student learning:

- If students have a high-performing teacher one year, they will enjoy the advantage of that good teaching in future years
- The negative effects of a poor-performing teacher on student achievement persist through three years of high-performing teachers
- Low-achieving students are more likely to be in classrooms with lower performing teachers

# Teacher Effectiveness and Distribution

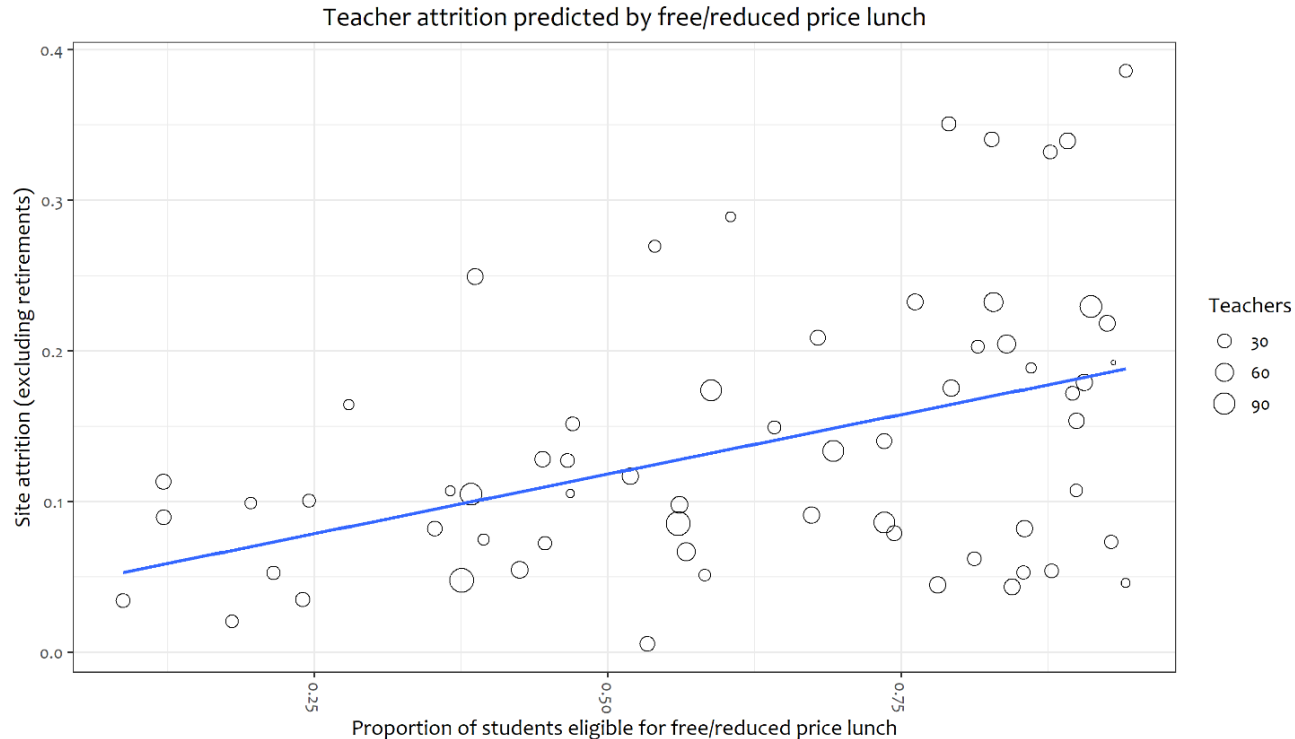
Schools with a greater percentage of students of color, students who qualify for free/reduced price lunch, and students not proficient in reading tend to have:

- Higher turnover in teachers
- Increased number of late hires
- Less experienced teachers
- Higher rates of placement of teachers



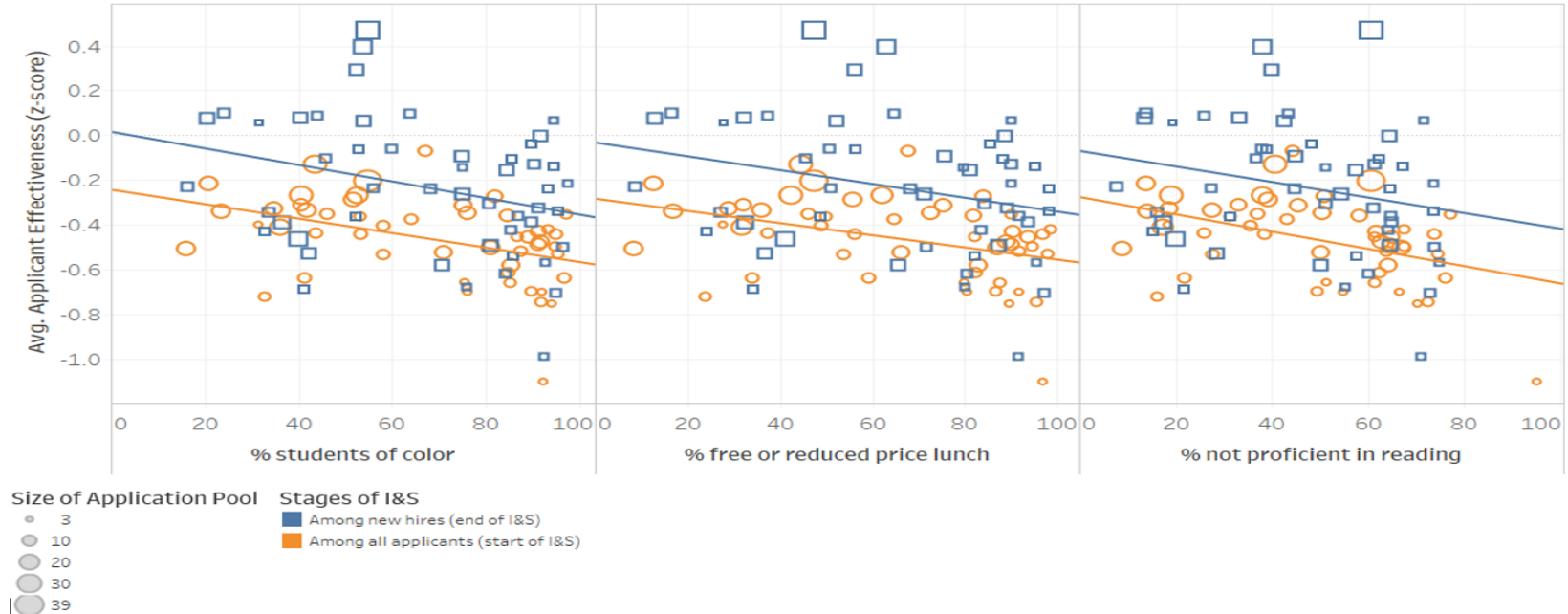
# Teacher Effectiveness and Distribution

MPS schools with a larger percentage of students qualifying for free and reduced lunch often see increased teacher attrition levels.



# Teacher Effectiveness and Distribution

MPS teacher applicant effectiveness decreases as schools increase in % of students of color, free or reduced price lunch, and lower proficiency in reading.



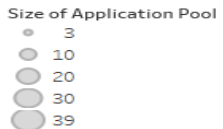
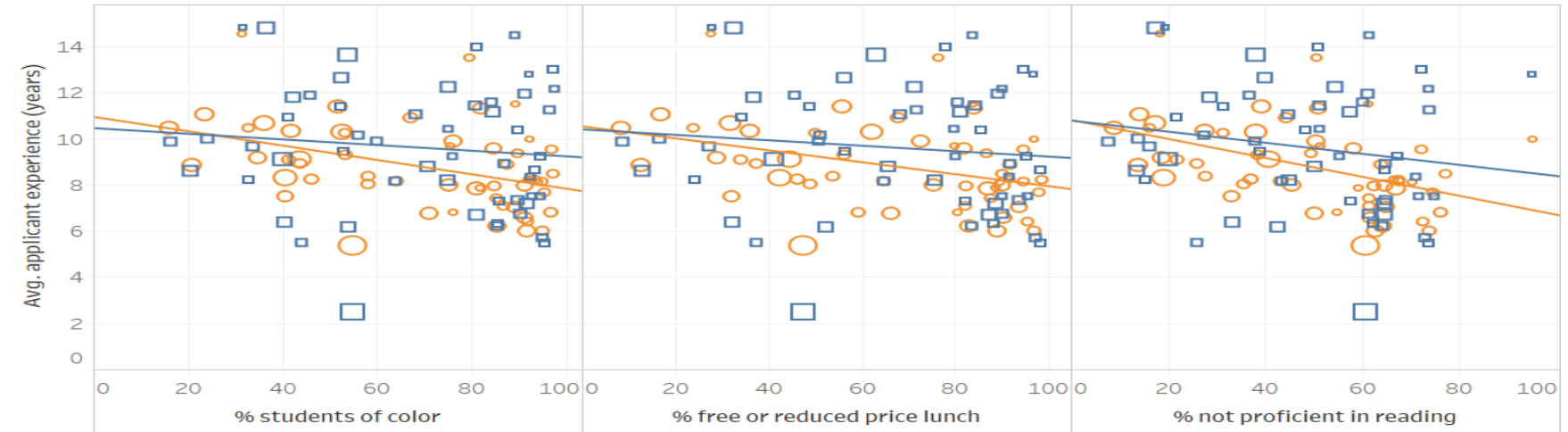
# Teacher Effectiveness and Distribution

Total MPS teacher applicants decrease as schools increase in % of students of color, free or reduced price lunch and lower proficiency in reading.



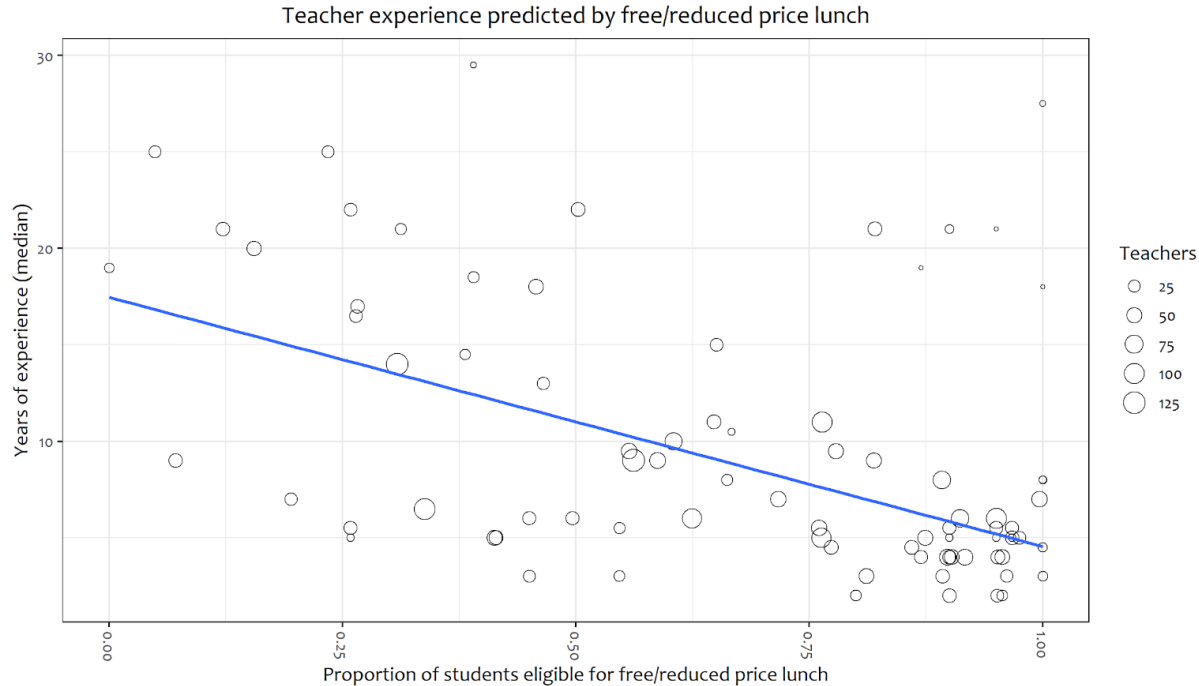
# Teacher Effectiveness and Distribution

MPS teacher applicant experience decreases as schools increase in % of students of color, free or reduced price lunch, and lower proficiency in reading.



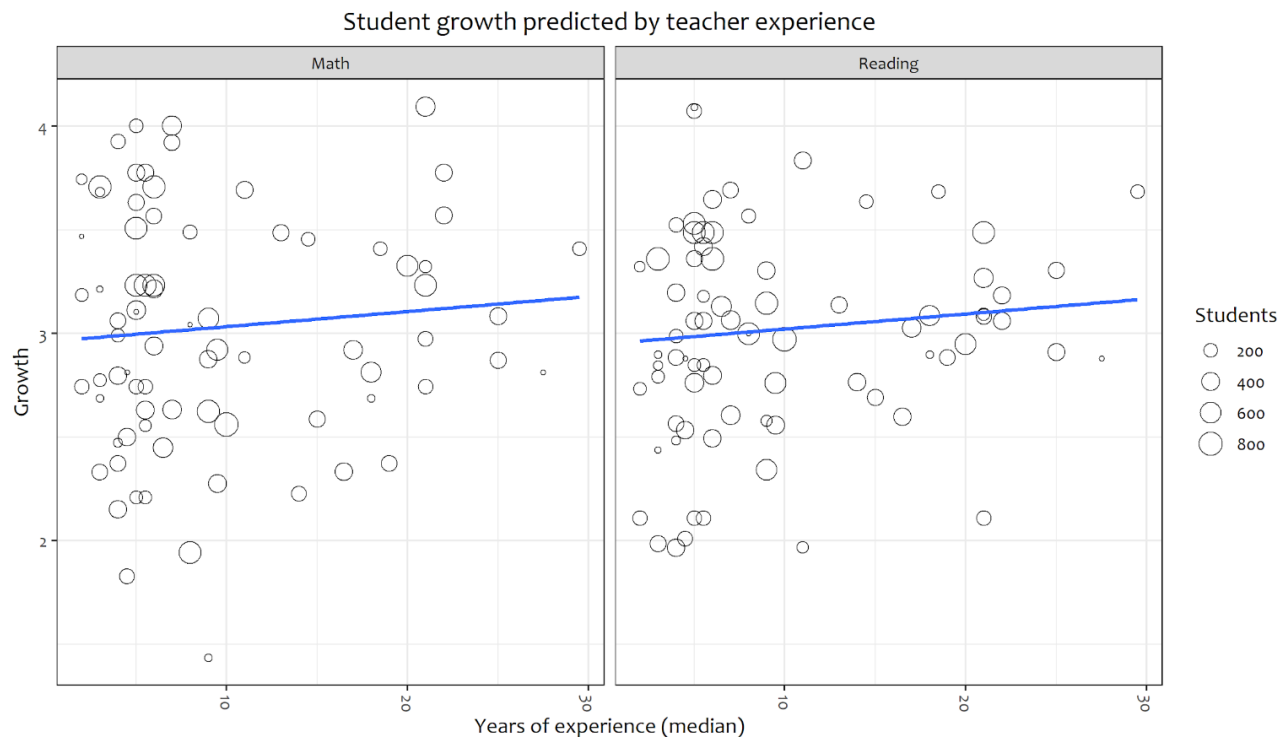
# Teacher Effectiveness and Distribution

MPS teacher experience decreases as schools increase in % of student that qualify for free or reduced price lunch.



# Teacher Effectiveness and Distribution

Student growth on average increases as median years of teacher experience increases at a school.



# Teacher Effectiveness and Distribution

## Through the Interview and Select Process:

- Proportionally, teachers tend to transfer out of hard-to-staff schools and schools labeled as needing Comprehensive Support, Targeted Support, or Support through the MN Department of Education's North Star accountability system.
- On average, more experienced teachers tend to apply to schools with lower proportions of students of color, students receiving free/reduced price lunch, and students not proficient in reading.
- On average, hiring managers have significantly more teachers to select from for a given vacancy at sites with lower populations of students of color, students receiving free/reduced price lunch, and students not proficient in reading.

# Teacher Effectiveness and Distribution

Equitable distribution of teachers at the district level also exists at the school level. On average, MPS students of color are taught by less experienced and less effective teachers.

This trend is also apparent at the school level:

- which students are assigned to which teacher
- which teachers are teaching advanced academic courses (AP, IB, content electives) at the secondary level and which students have access to these courses and teachers

Teacher distribution is governed by teacher choice. Further analysis on this will be done as part of the MPS Teacher Equity plan, a requirement of the World's Best Workforce law and ESSA.



# Next Steps

# Next Steps

<b>Segregated Communities</b>	<ul style="list-style-type: none"><li>● Reduce concentration of poverty in schools below 80% by internally adjusting placement protocols and externally limiting enrollment outside district. Support structures for integrated communities and partner with the City of Minneapolis on affordable housing</li></ul>
<b>Open Enrollment</b>	<ul style="list-style-type: none"><li>● Utilize specialty schools to increase community investment in thematic instruction and prevent racial and economic flight</li></ul>
<b>Magnet School Outcomes</b>	<ul style="list-style-type: none"><li>● Centralize magnet schools and increase demand through additional investments, scarcity, and convenience</li></ul>
<b>Belief Gap</b>	<ul style="list-style-type: none"><li>● Hire equity coaches and implement of Anti-bias curriculum</li><li>● Provide additional and ongoing professional development with clear scope and sequence for desired attributes</li><li>● Communicate best practices and successes of like schools (Priming)</li></ul>
<b>Teacher Diversity &amp; Quality</b>	<ul style="list-style-type: none"><li>● Continue and explore innovative and proven approaches to teacher preparation</li><li>● Deepen MPS partnerships and alignment with teacher preparation</li></ul>
<b>Inequitable Distribution of Quality Instruction</b>	<ul style="list-style-type: none"><li>● Negotiate contract language, including a proposal to limit interview and select to one round to reduce turnover</li><li>● Develop and launch Teacher Equity Plan</li></ul>

# Next Steps

To address each of these challenges, MPS is committed to using the following structures to create actionable implementation plans during the 2019-20 school year and beyond.

<b>District Comprehensive Design</b>	<ul style="list-style-type: none"><li>● Placement protocols and boundary studies</li><li>● Magnet school strategy</li><li>● Predictable Staffing</li></ul>
<b>World's Best Workforce/ Teacher Equity Plan</b>	<ul style="list-style-type: none"><li>● Examine which teachers teach at which schools, how students placed with teachers within schools (scheduling) and how students are placed at schools</li><li>● Engage stakeholders, especially teachers and principals, in the Teacher Equity Plan development</li></ul>
<b>Contract Language</b>	<ul style="list-style-type: none"><li>● Identify and negotiate contract language that incentives reduced turnover and equitable distribution of high-quality instruction</li></ul>
<b>EDIA Process</b>	<ul style="list-style-type: none"><li>● Identify improvements to student placement processes and revise district policies that perpetuate inequities</li></ul>
<b>Funding Structures</b>	<ul style="list-style-type: none"><li>● Staffing changes</li><li>● Academic funding changes to address inequities</li><li>● Align integration plan to identified needs</li></ul>