Community Listening & Info Sessions

January/February 2020

Agenda

- Welcome
- Meeting Norms and Expectations
- CDD Overview Video
- Presentation
- Feedback and Questions
- Wrap-up and Next Steps

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Meeting Norms and Expectations

- Keep all MPS students at the center of the dialogue

- Contribute to maintaining a safe, welcoming and respectful environment

  - o Place your cellphone on silent

  - o Use discretion in livestreaming; individuals have right to privacy

  - o Acknowledge and embrace a multilingual environment

- Be open to possibilities and be aware of how our lived experiences shape our understanding

- Seek help and support from MPS staff when needed

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Video

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Designing for Comprehensive Systems Change

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Connecting the Dots: Steps to System Redesign

- **December 2017:** Began comprehensive design with system-wide assessment
- **November 2018:** Presented Human Resources EDIA and response to findings
- **April 2019:** Presented and engaged around initial CDD proposal
- **September 2019:** Presented new focus of Comprehensive Design
- **September 2019:** Presented data and held discussion on integration
- **October 2019:** Presented initial academic plan to support CDD goal of well-rounded education
- **October 2019:** Board vote on values to guide continued direction of CDD
- **November 2019:** Presented Phase 1 of Boundary Study
- **November 2019:** Presented School Choice EDIA findings and recommendations
- **December 2019:** Presented Phase 2 of Boundary Study
- **Ongoing** work on three pillars of CDD: academics, equity and sustainability
- **Ongoing** feedback and engagement to inform models and final proposal

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Boundary Studies & Modeling

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Goals for all models

- Strategically place magnets in center of district for **equitable access to innovative and integrated magnet programming**

- **Decrease number of schools** with modeled populations **above 80% poverty** to support academic achievement and equity

- **Decrease number of schools** with modeled populations **above 86% students of color or white** to support integrated learning

- **Provide structure** that supports well-rounded education for all students

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Community Schools and Academics

What will my student gain by going to their community school?

- Access to rigorous instruction without traveling to another area of city

- Access to highly-trained teachers, specifically in literacy and math instruction

- Access to curriculum that represents our students and builds on their cultural assets

- Increased academic intervention and acceleration opportunities for all students

- Access to a well-rounded education

- Access to social emotional learning equitably incorporating culture and values of community/neighborhood

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Community Schools and Academics

What academic outcomes are expected from moving to Community Schools?

- Increased academic achievement as students are valued for who they are

- Increased literacy and math outcomes for all students as intervention and acceleration provided more equitably

How will the above happen?

- Consistent professional development for all teachers in social emotional learning, restorative practice and culturally-sustaining practice

- Consistent communication and partnership with families about student progress

- Community engagement at every school that informs teaching and learning of students each and every day

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Dual Language Bilingual Education

Dual Language Bilingual Education (DLBE) reflects linguistic and cultural assets of Minneapolis and enriches our district through:

- High levels of academic achievement
- Focusing on students and families through preserving culture, becoming bilingual & biliterate, and enhancing future workforce opportunities
- Teachers and staff that reflect our linguistic and cultural student body
- Sustainability for today and beyond

CDD models represents two types of DLBE:

- Dual Language programming strand within a community school
- Full school dual language (immersion) magnet

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Benefits of Integration

Data shows that attending racially diverse schools is beneficial to all students. Racial integration increases achievement among students of color, rather than decreasing achievement of white students.

Academic and Cognitive Benefits

- Higher test scores
- Decreased drop out risk
- Greater critical thinking, problem solving and creativity skills
- Greater likelihood to enroll in college

Civic and Social Emotional Benefits

- Reductions in racial bias
- Greater satisfaction with school
- Improved intellectual self-confidence
- Enhanced leadership and perspective-taking skills
- Increased sense of civic engagement
- Seeking of diverse and integrated settings later in life

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Magnet School Definition

Magnet schools are defined as:
- schools with thematic instruction
- create greater student racial and economic integration
- receive access to federal integration dollars
- offer transportation outside community school boundaries
- may progress in a pathway through middle school

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Magnet Placement Considerations

- **Accessibility to greater numbers of students** through placement in buildings already located near district's geographic center, reducing long bus commutes across the city
- **Capacity of facility and surrounding community schools** to serve area students
- **Reduction in number of magnets** to reduce transportation complexity and maximize resources for investment
- **Placement of types of magnets stakeholders most preferred:** STEM/STEAM, Arts, Spanish immersion/Language and Culture, and Montessori
- **Grade configurations of primarily K-5 and 6-8,** because MPS cannot consistently provide a well-rounded middle school experience within K-8 structure
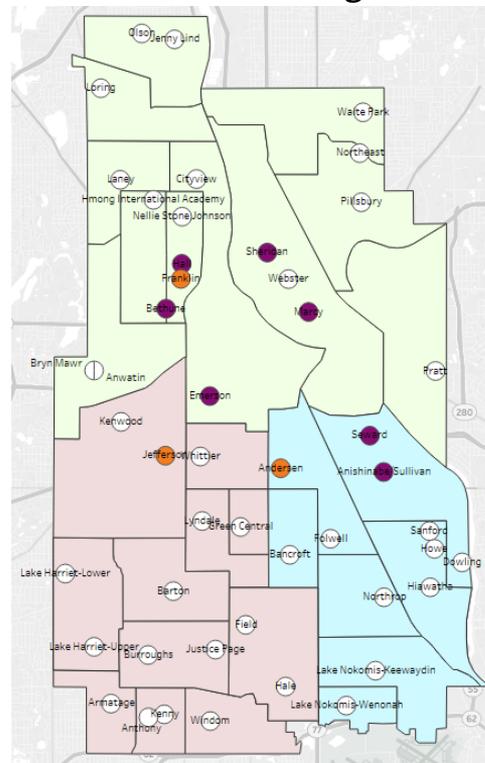
Maps/Assumptions for Magnets

Magnets placed strategically in center of district to create **equitable access to innovative and integrated magnet programming.**

Current (2019-20) Magnets
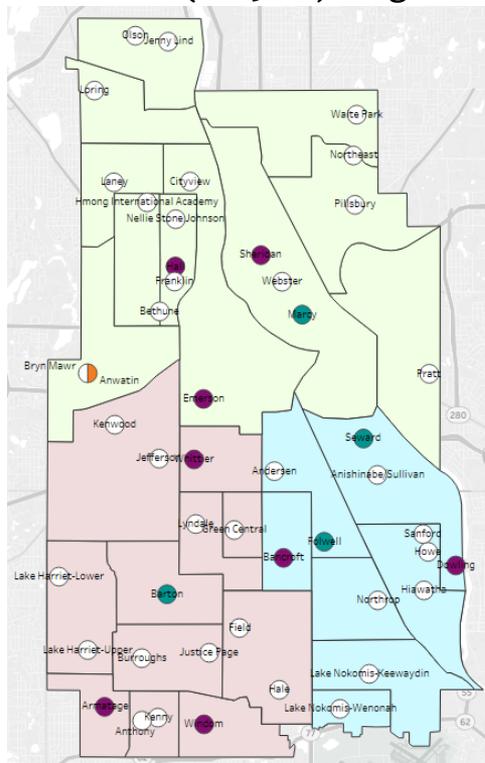
One Model for Magnets

Zones
- Zone 1
- Zone 2
- Zone 3

School Types
- Elementary Magnet
- Middle School Magnet
- K - 8 Magnet
- Non-Magnet

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Five Models for Community Feedback

MODEL 1

Keeping existing structure could mean lots of drastic changes to keep budgets balanced and remain operationally effective:

- Limiting Title I and other federal grants to schools with high concentrations of poverty
- Limiting enrollment in oversubscribed schools
- Boundary changes in certain attendance areas
- Increasing how far students walk to school
- Closing significant number of schools whose enrollment and other factors do not support ability to provide a well-rounded education without additional subsidies

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Five Models for Community Feedback

MODEL 2

Community Schools with Centralized Magnets and Strand Bilingual Programming

a. December study, with Magnet programs at Jefferson and Andersen swapped (consistent in models 2-5)

b. Grade configurations of K-5, 6-8

c. Strand Dual Language Bilingual Education programs at up to three select Community Schools

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Five Models for Community Feedback

MODEL 3

Community Schools with Centralized Magnets and the addition of a Third K-5 Spanish Dual Language (Immersion) Magnet

a. December study, with Magnet programs at Jefferson and Andersen swapped

b. Grade configurations of K-5, 6-8

c. Third K-5 Spanish Dual Language (Immersion) Magnet

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Five Models for Community Feedback

MODEL 4

Community Schools with Centralized Magnets, Strand Dual Language Bilingual Programming, and Limited K-8 Magnets

a. Grade configurations of K-5 and 6-8 at Community Schools
b. Grade configurations of K-5, 6-8 and limited K-8 at Magnet Schools
c. Strand Dual Language Bilingual Education programs at up to three select Community Schools

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Five Models for Community Feedback

MODEL 5

Community Schools with Centralized Magnets, a Third K-5 Spanish Dual Language (Immersion) Magnet, and Limited K-8 Magnets

a. Grade configurations of K-5, 6-8 at Community Schools

b. Grade configurations of K-5, 6-8 and limited K-8 at Magnet Schools

c. Third K-5 Spanish Dual Language (Immersion) Magnet

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Magnet Sites: Model 1

The following are K-5, 6-8 and K-8 magnets in our current structure.

OPEN	Urban Environmental	ARTS	IB (PYP)	DUAL LANGUAGE Immersion (Two Way)	MONTESSORI
Marcy – K-8 Barton – K-8	Dowling – K-5	Folwell – K-8 Sheridan – K-5 *Sheridan has both Spanish Dual Language and Arts programs	Hall – K-5 Bancroft – K-5 Whittier – K-5	Sheridan – K-5 Emerson – K-5 Windom – K-5 Anwatin – 6-8 *Sheridan has both Spanish Dual Language and Arts programs	Seward – K-8 Armatage – K-5

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Magnet Sites: Model 2

Model 2 includes magnets as presented in December with swap of Andersen's and Jefferson's programming, and Spanish bilingual programs in community schools with highest concentrations of Spanish home language students.

STEM	ARTS	STEAM	DUAL LANGUAGE Immersion (Two Way)	MONTESSORI
Hall – K-5 Sullivan – K-5 *Hall is currently PYP	Bethune – K-5 Marcy – K-5 *Marcy is currently Open	Franklin – 6-8 Andersen – 6-8	Sheridan – K-5 Emerson – K-5 Jefferson – 6-8	Seward – K-5

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Magnet Sites: Model 3

Model 3 includes addition of a third K-5 Spanish Immersion Magnet at Green Central.

STEM	ARTS	STEAM	DUAL LANGUAGE Immersion (Two Way)	MONTESSORI
Hall – K-5 Sullivan – K-5 *Hall is currently PYP	Bethune – K-5 Marcy – K-5 *Marcy is currently Open	Franklin – 6-8 Andersen – 6-8	Sheridan – K-5 Emerson – K-5 Green – K-5 Jefferson – 6-8	Seward – K-5

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Magnet Sites: Model 4

Model 4 includes two K-8 Magnet programs and Spanish bilingual programs in Community Schools with highest concentrations of Spanish home language students.

STEM	ARTS	STEAM	DUAL LANGUAGE Immersion (Two Way)	MONTESSORI
Hall – K-5 Sullivan – K-8 *Hall is currently PYP	Bethune – K-5 Marcy – K-5 *Marcy is currently Open	Franklin – 6-8 Andersen – 6-8	Sheridan – K-5 Emerson – K-5 Jefferson – 6-8	Seward – K-8

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Magnet Sites: Model 5

Model 5 includes addition of a third K-5 Spanish Dual Language (Immersion) Magnet at Green Central.

STEM	ARTS	STEAM	DUAL LANGUAGE Immersion (Two Way)	MONTESSORI
Hall – K-5 Sullivan – K-8 *Hall is currently PYP	Bethune – K-5 Marcy – K-5 *Marcy is currently Open	Franklin – 6-8 Andersen – 6-8	Sheridan – K-5 Emerson – K-5 Green – K-5 Jefferson – 6-8	Seward – K-8

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STEM/STEAM Magnet Possibilities

- Project-Based Learning and daily integration of core subject areas through STEM/STEAM lens
  - Quarterly Transdisciplinary STEM Intensives by grade level
- Increased Gateway to Technology Modules (STEAM)
- Computational Thinking, Coding and Robotics
  - Programming and Robotics hardware and software
- Virtual Job Shadow of STEM/STEAM Careers
- 1:1 student-to-computer
- 5th and 8th grades STEM capstone projects
- STEM Certificate via portfolio
- Quarterly family and community engagement
- STEM Exhibitions and Art Performances

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Arts Magnet Possibilities

- Students participate in 3 art areas on consistent basis
- Students engage in arts learning daily
- Students learn from professional artists
- Students have access to wide range of professional art Institutions
- One 20-hour artist residency per grade level, representative of student interests and cultures
- Quarterly field trips to art institutions, local arts and professional organizations

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Magnet Schools and Special Education

Families with students receiving Federal Setting I and II services would participate in general education lottery.

Families with students receiving Federal Setting III services would participate in a Special Education Lottery process.

Families with students receiving Federal Setting IV services would be eligible for magnet programming based on availability during transition.

Magnet schools will have some of the following special education programming:

- Citywide special education programming
- School-based allocations

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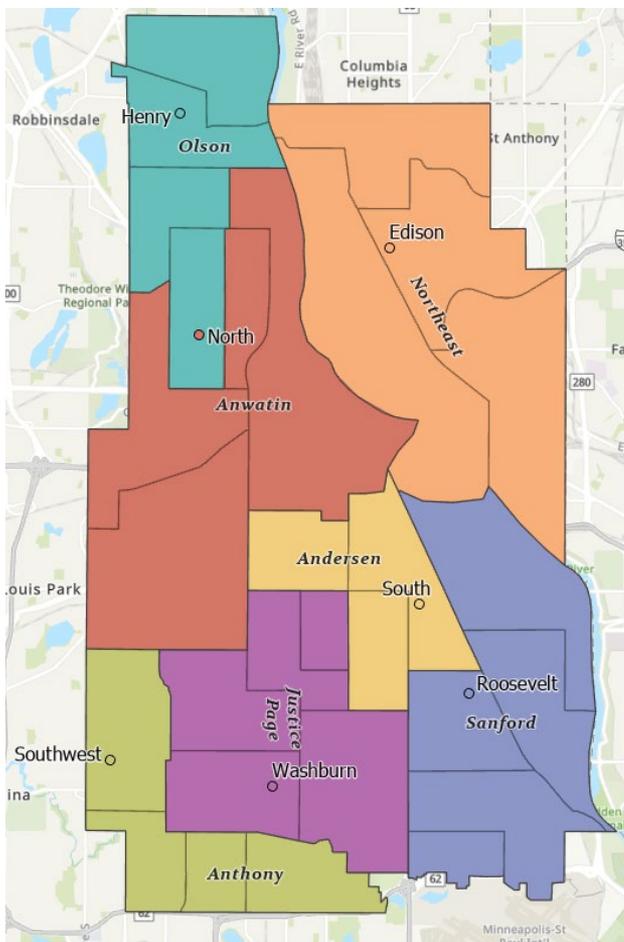# Special Education in Models 2 through 5

- Move classrooms equitably, to be **closer to where students live** rather than where space is available in schools

- Redesign special education programming **at magnets**

- **Provide citywide special education programming** at sites in closer proportion to need

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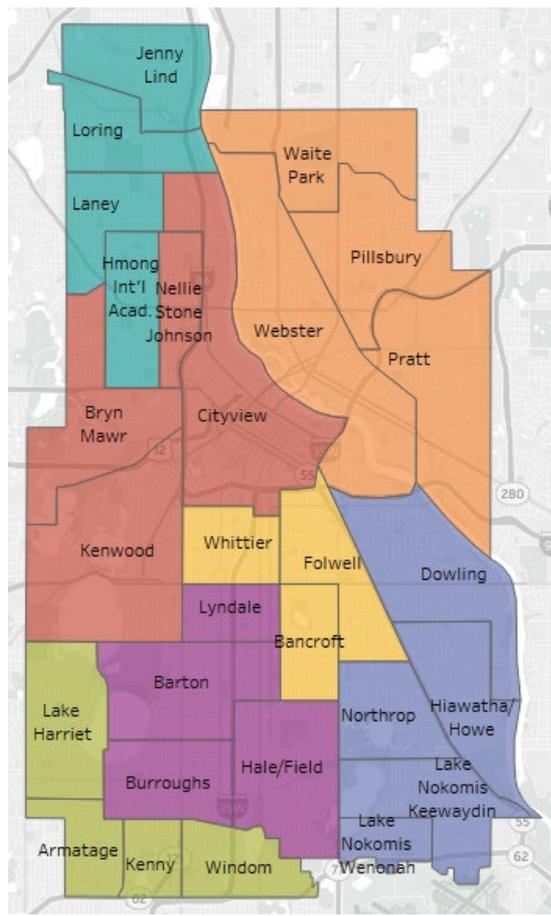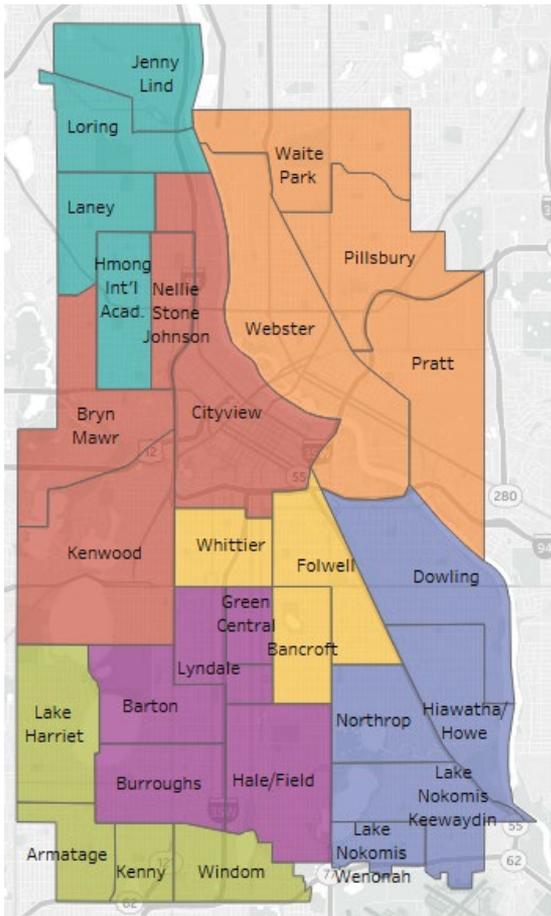
Community Middle School Feeder Sites

**Models 2 and 4: left
Models 3 and 5: right**

Andersen
Anthony
Anwatin
Justice Page
Northeast
Olson
Sanford

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High School Feeder Sites

Andersen	○ South
Anthony	○ Southwest
Anwatin	● North
Justice Page	● Washburn
Northeast	○ Edison
Olson	◉ Henry
Sanford	● Roosevelt

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Pros and Cons of Five Models

	Model 1	Model 2	Model 3	Model 4	Model 5
	Current Structure	Community Schools with Magnets as studied and strand bilingual programming	Addition of third K-5 Immersion Site	Strand bilingual programming and addition of limited K-8 magnets	Addition of third K-5 Immersion Site and addition of limited K-8 magnets
# of Racially Isolated Schools (RIS)	20	8*	7*	8*	7*
# of Schools over 80% Poverty	13	6*	6*	6*	6*

***Racial and economic isolation in modeled magnets will be controlled by placement protocols*

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Pros and Cons of Five Models

	Model 1	Model 2	Model 3	Model 4	Model 5
	Current Structure	Community Schools with Magnets as studied and strand bilingual programming	Addition of third K-5 Immersion Site	Strand bilingual programming and addition of limited K-8 magnets	Addition of third K-5 Immersion Site and addition of limited K-8 magnets
Sustainability	Close a significant number of schools whose enrollment and other factors do not support the ability to provide a well-rounded education without additional subsidies. Shift resources from non-RIS sites in order to adequately fund RIS schools and schools with high concentrations of poverty Reduce expenses by increasing walk zones, changing attendance areas or boundaries	Savings from community schools and centralized magnets. Cost of adding strand programs results in less funding per magnet school, potentially less investment for smaller walk zones	Greatest potential savings from community schools and centralized magnets. Adding additional magnet school results in less funding per magnet school, potentially less investment for smaller walk zones	Savings from community schools and centralized magnets. Cost of adding strand programs and K-8 programming reduces potential savings for enhancements Likely requires the most investment in programming and transportation as compared to other models	Savings from community schools and centralized magnets. Adding another magnet and K-8 programming results in less funding per magnet school, limited potential for enhancements

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Sample School Boundary Map with Walk zone

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Jenny Lind

Modeled Walk Zone

Current Walk Zone

Modeled Boundary

Jenny Lind ES
(Pk-5)
Modeled Enrollment: 383
Change in Students: 0.0%
Students of Color: 327
Change in SOC: -6.5%
FRL Eligible: 291
Change in FRL: -8.1%

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Implementation Work

Prior to Board Vote

- Final CDD proposal development, informed by engagement work
- Projected magnet enrollment based on placement protocols
- Specific academic investments
- Financial projection

Following Board Vote

- Review/revise Bell Times
- Finalized walk zones
- Revised placement protocols and lottery rules/designs
- Capital plan to support design
- Finalize school closure criteria
- Grandfathering decisions
- CDD Staffing Plan

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Feedback & Questions

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Next Steps

Next Steps in the CDD

- Incorporating community feedback and the EDIA (Equity and Diversity Impact Assessment) policy and placement recommendations, make a **final Comprehensive District Design proposal to the Board at the March 24** Board meeting.

- **Final vote on that proposal at the April 14** Board meeting.

- Implementation of an approved proposal and timeline would **begin in Fall 2021**

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