

Student Placement Equity and Diversity Impact Assessment: Final Report

Accountability, Research, and Equity Division

November 2019

Introduction

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 student placement in MPS. This EDIA examined the extent to which MPS' polices and practices aligned to student placement support efforts to provide families with school choice and to desegregate schools across the District. ARE worked in partnership with the Engagement and External Relations (E&ER) Department to complete the Student Placement EDIA.

Student Placement Services

The Student Placement Services Department handles the District's student enrollment process by placing MPS students in schools around the District. The Student Accounting Department also works closely with the Student Placement Services Department in this process by managing school request and placement data. Specifically, Student Placement Services manages the school request process, places students in schools based on their requests, places students who do not participate in the request process in schools, and helps students transfer schools when necessary. In addition, Student Placement Services provides information about MPS schools and the school request process to families in a number of formats, including through a comprehensive written guide called the *Explore* guidebook. MPS also has two placement offices where families and students can get in-person guidance on school request and placement— Student Placement Services, which is located in the Davis Center in north Minneapolis, and the New Families Center, which is located in the Wilder Complex in south Minneapolis. As of the 2019-20 school year, Student Placement Services has been under the leadership of a new, interim Director. More information about Student Placement Services is available on their [website](#).

This executive summary discusses two primary processes related to student placement— the school request process and the student placement process. The MPS [school request process](#) allows parents/guardians to request a school (i.e. complete a school choice card) for their child(ren) either in-person (e.g. at a school, the New Families Center, or the Student Placement Center), online, or via a paper form. This process starts in mid-November and ends in early February. Families who submit a request during the window are generally given higher priority for a seat at the school they request. Families who do not submit a request during this window are assigned to schools based on home address, available seats at a school, and transportation. The [student placement process](#) refers to the process for placing students in a school. This process includes projecting school enrollments, assigning students to schools, enrolling students in schools, and adjusting staffing levels at schools based on student enrollment in the first weeks of a new school year.

Methods Overview

ARE evaluators collected and analyzed data from many different data sources. Each of the sources is described in Tables 1 and 2 on the following pages. The first column of each table identifies the data source, and the next column provides a brief description of the data, in some cases explaining why it was collected. The third column identifies important dates related to this data source. For sources collected by ARE (e.g. surveys and focus groups), this column provides dates of administration. For archival (i.e. pre-existing) data, this column identifies the school years that were analyzed. Finally, the last column provides detail about who is represented in each source, including the number of participants and/or positions represented.

This EDIA includes data collected and analyzed by parent evaluators, who are parents of MPS students that have been trained in evaluation methods by district staff. ARE and E&ER staff partnered to support parent evaluators in developing data collection tools, collecting data from families from five culturally specific communities- African American, American Indian, Hispanic/Latinx, Hmong, and Somali, and analyzing those data. In addition, ARE evaluators facilitated sessions with the EDIA Committee and MPS' CityWide Student Council in which those groups reviewed and offered their interpretations of the data collected for this project.

Current Report and Limitations

The current report provides a comprehensive summary of findings from the Student Placement EDIA, based on the methods and data sources described on the next two pages. The Student Placement EDIA is not designed to support: (1) A comprehensive understanding of MPS families' perceptions and experiences; (2) a comprehensive understanding of senior, district, and school leaders' perceptions and experiences; (3) an understanding of the perceptions of stakeholder groups that were not asked to participate, for example classroom support staff, teachers in non-surveyed grade levels, and others; or (4) 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.

Table 1. EDIA Methods Overview

Data Source	Description	Dates	People Reached
Families			
Family Survey and Group Conversation	Hired parent evaluators administered a survey via paper and online and conducted group conversations with families that have children of color and American Indian children to understand their experiences navigating the student placement process and what factors drive school requests.	August 23 - October 13, 2019	3,550 families, including 1,653 families with children of color and American Indian children, and 1,897 families with White children.
	A districtwide survey was administered online to families. The survey used the same questions as the Parent Evaluator group conversations and survey.	September 11 - October 7, 2019	
	A survey was administered via phone to families across Minneapolis. The survey used the same or similar questions to the parent evaluator data collection and districtwide survey.	October 21 - November 1, 2019	
Students			
Survey	A survey was administered to MPS student participants in the Youth Participatory Evaluation program to understand what students consider when choosing a school and what factors would influence them to leave a school.	October 7, 2019	162 students, including 112 middle school and 50 high school students.
School Leaders and School Staff			
Family Liaison Survey	A survey was administered online to MPS family liaisons in the district to understand how, if at all, they navigate the student placement process.	September 26 - October 11, 2019	49 family liaisons across the district.
Teacher Survey	A survey was administered online to MPS High Five, 5th, and 8th grade teachers to understand how, if at all, they navigate, or help families and students navigate, the student placement process.	September 26 - October 11, 2019	143 teachers, including 68 eighth grade teachers and 75 High Five and 5th grade teachers.
School Leader Group Interviews	Eleven group interviews were conducted with school leaders to understand how they experience the student placement process.	September 19, 2019	73 school leaders, including 61 principals and 12 assistant principals.
School Leader Survey	A survey was administered online to school leaders to deepen understanding of how they experience the student placement process, and what, if any, family and student recruitment and retention strategies they use.	September 26 - October 11, 2019	69 school leaders and staff, including 31 principals and 22 assistant principals.

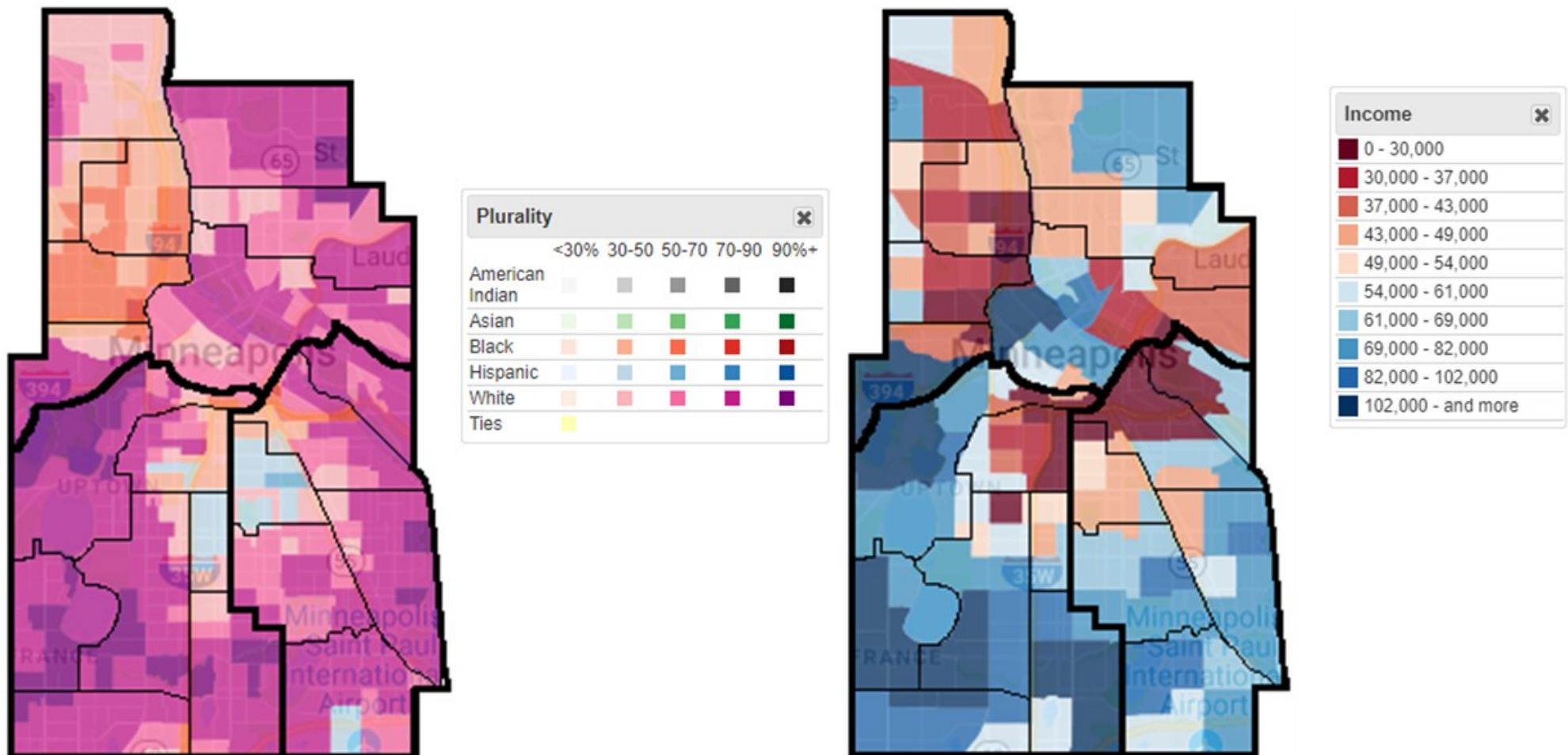
Table 2. EDIA Methods Overview

Data Source	Description	Dates	People Reached
District Leaders and Staff			
District Staff Focus Group	A focus group was conducted with district staff to understand how they experience the student placement process as well as how they help families navigate the placement process.	October 4, 2019	Seven department staff, including staff from Engagement and External Relations, Multilingual, and Special Education.
Associate Superintendents Focus Group	A focus group was conducted with the Associate Superintendents to understand how they experience the student placement process.	October 11, 2019	Five Associate Superintendents.
Interview/Partial EDIA Forms	Three interviews were conducted with senior district leaders. Interview responses were documented using the Partial EDIA form to understand the current communications, implementation, and monitoring efforts of policies and practices aligned to student placement.	August 5 - August 19, 2019	The Chief of Accountability, Research, and Equity; Chief of Operations; and Chief of Staff.
Existing/Archived Data			
Student Placement Data	Student placement data were provided by the Student Accounting Department. These data documented school request and student placements and were disaggregated by race/ethnicity, grade, free or reduced-price lunch (FRL) status, and MPS attendance area zone.	SY17-19	Students who requested a school in MPS.
Student Enrollment Data	Student enrollment data were provided by the Research, Evaluation, and Assessment (REA) Department. These data documented student enrollments and school demographics disaggregated by race/ethnicity and MPS attendance area zone.		All students enrolled in MPS.
Boundary Study Data	Enrollment and school building capacity data were provided by the MPS Boundary Study, which was directed by the Operations Division and supported by the Research, Evaluation, and Assessment Department. These data include student enrollment and school building capacity disaggregated by zone and grade level. Note that this data source does not include high school data.	SY20	All schools in MPS.
Racially Identifiable School Lists	Racially identifiable school lists were provided by the Minnesota Department of Education. These lists documented the number of schools in Minneapolis Public School that were identified as racially isolated school, according to Minnesota state law.	SY09-19	Racially Identifiable Schools in MPS.

Framing and Context

Minneapolis Public Schools does not operate in a vacuum, and neither do the district’s student placement policies and practices. Federal and state education laws, as well as the context of Minneapolis itself, impact student placement, school choice, and enrollment in MPS. As the maps below illustrate, many Minneapolis neighborhoods are segregated by race and socioeconomic status—geographic segregation, access to transportation, and access to affordable, stable housing all impact MPS families’ school enrollment options. In addition, we know that some Minneapolis families are choosing not to attend Minneapolis Public Schools and are instead enrolling in charter schools or neighboring districts. Although the impacts of these issues are largely beyond the scope of this study, this context is important to keep in mind while reading this executive summary.

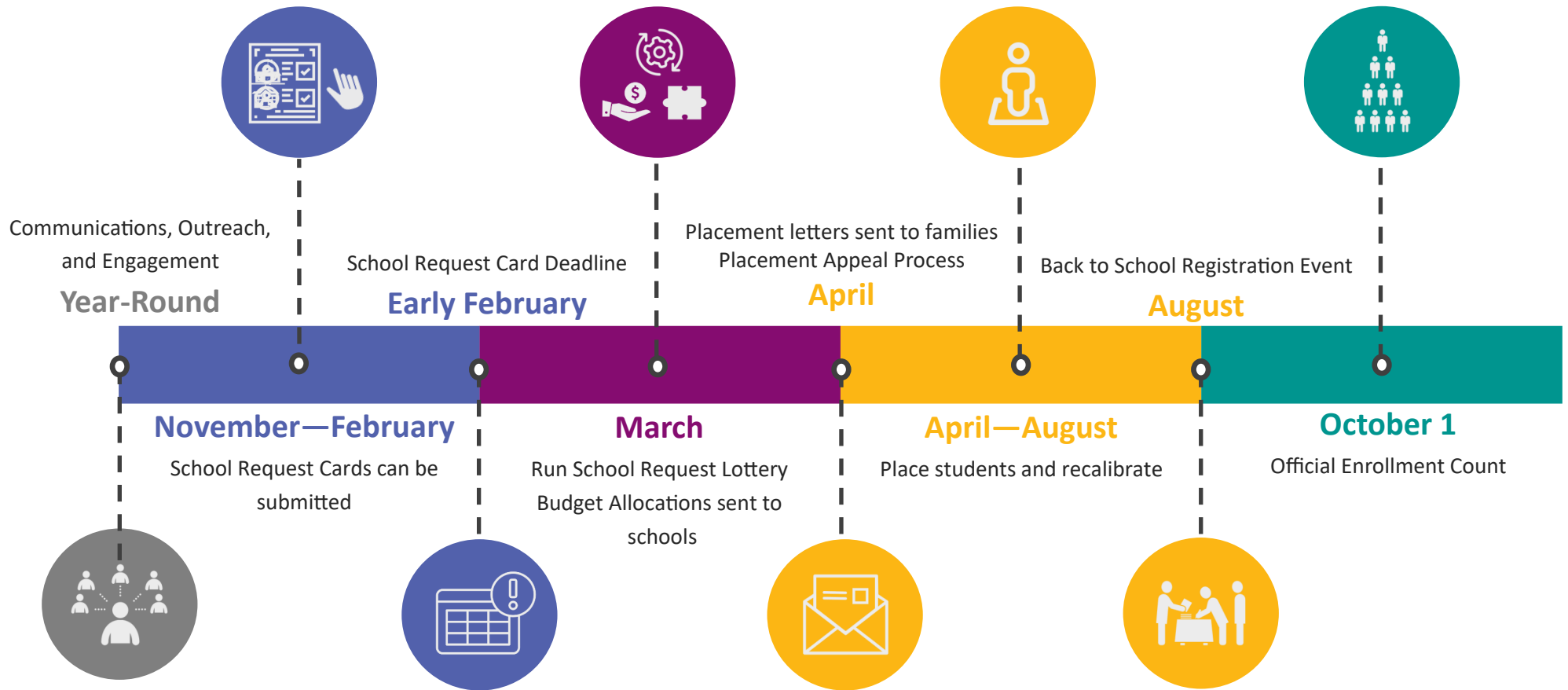
Minneapolis Demographics (Census Data)



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

Student Placement Timeline

The student placement timeline below describes the various student placement-related activities that take place during a school year. Communications, outreach, and engagement take place year-round. Between November and February, families have an opportunity to participate in the school request process. In March and April, MPS runs the school request lottery and families receive letters of notification about their child(ren)'s placement in the district. At this time, budget allocations are also sent to schools, informing schools about their budgets for the following school year. From April through August, families may appeal their child(ren)'s placement if they are not satisfied. In August, MPS hosts back to school registration events at each school site to support families with enrolling their child(ren) in the school where they are placed. Lastly, on October 1, enrollment counts are officially reported to the Minnesota Department of Education, which are then used to support the budget projection cycle.



Placement Priority List

The tables below list the current placement priority under the district's [Protocols for School Assignment Regulation 5262A](#).

PLACEMENT PROTOCOLS FOR NEIGHBORHOOD OR COMMUNITY ELEMENTARY SCHOOLS
First priority shall be for students who need specific bilingual language support offered at the school requested.
Second priority shall be for students whose siblings currently attend the requested school and 1) the currently enrolled sibling will be concurrently enrolled with the requesting student, and 2) the currently enrolled sibling resides in the attendance area for the requested school.
Third priority shall be for students who reside in the attendance area for the requested school.
Fourth priority shall be for students who qualify for expanded choice options.
Fifth priority shall be for currently enrolled students who, due to attendance boundary changes, do not reside in the attendance area for the requested school.
Sixth priority shall be for children of permanent, benefits-eligible current employees of the District.
Seventh priority shall be for students whose siblings currently attend the requested school and 1. the currently enrolled sibling will be concurrently enrolled with the requesting sibling, and the students do not reside in the attendance area of the requested school.
Eighth priority shall be for students who are siblings of students currently attending a school outside their attendance area, but within their attendance zone when the currently enrolled sibling will be concurrently enrolled with the requesting sibling.
Ninth priority shall be for students who do not reside in the attendance area for the requested school but do reside in the zone of the requested school.
Tenth priority shall be for students who are residents of the City of Minneapolis but who do not reside in the requested school's attendance area or zone.
Eleventh priority shall be for students who reside outside of the City of Minneapolis.

PLACEMENT PROTOCOLS FOR ELEMENTARY MAGNET SCHOOLS
First priority shall be for students who need specific bilingual language support offered at the school requested.
Second priority shall be for students who are siblings of currently enrolled students and 1) the currently enrolled student lives in the zone of the requested school and 2) the currently enrolled sibling will be concurrently enrolled with the requesting student.
Third priority shall be for students who: 1) live in an area of the city designated by the Superintendent or Superintendent's designee as being a high-poverty concentration area, and 2) qualify for free or reduced price lunch under the school meals program, and 3) the requested school has a low representation of students of poverty in the current year.
Fourth priority shall be for students who are children of permanent, benefits eligible current employees of the District.
Fifth priority shall be for students who reside in the zone of the magnet school.
Sixth priority shall be for students who reside in the City of Minneapolis.
Seventh priority shall be for students who reside outside the City of Minneapolis.

PLACEMENT PROTOCOLS FOR HIGH SCHOOLS

Protocol for Neighborhood or Community High School or High School Programs	Protocols for Citywide Programs at High Schools
First priority is for students currently enrolled in a High School, regardless of their attendance area or zone of residence.	First priority is for middle school students that have an established pathway to a city-wide high school program and who request continuation in that pathway.
Second priority is for siblings of students currently enrolled in the requested school when the siblings will be concurrently enrolled in the requested school.	Second priority is for siblings of students currently enrolled in the requested citywide program when the siblings will be concurrently enrolled in the citywide program.
Third priority is for students who reside in the attendance area established for the school.	Third priority is for children of current, permanent, benefits-eligible employees of the District.
Fourth priority is for children of permanent, benefits-eligible current employees of the District.	Fourth priority is for students who: a) live in an area of the city designated by the Superintendent or Superintendent's designee as being a high-poverty concentration area, and b) qualify for free or reduced price lunch under the school meals program, and c) the requested citywide program has a low representation of students of poverty in the current year
Fifth priority is for students who: a) live in an area of the city designated by the Superintendent or Superintendent's designee as being a high-poverty concentration area, and b) qualify for free or reduced price lunch under the school meals program, and c) the requested school has a low representation of students of poverty in the current year.	Fifth priority is for students who reside in the City of Minneapolis.
Sixth priority is for students who reside in the requested school's zone, but outside the school's attendance area.	Sixth priority is for students who reside outside the City of Minneapolis.
Seventh priority is for students who reside in the City of Minneapolis.	
Eighth priority is for students who reside outside the City of Minneapolis	

Report Guide

This report is composed of three distinct sections: (1) Systems and Policies, (2) Processes and Practices, and (3) Family Experiences. The components of each section are outlined below.

Overall Finding: MPS's current student placement system, including its policies and practices could do more to support the district's goals of integrating schools and providing all families with access to meaningful school choice.

This report identifies three distinct sections related to student placement: (1) Systems and Policies, (2) Processes and Practices, and (3) Family Experiences. An overview of the findings from each section is described below.



Systems and Policies

The first set of findings is centered on understanding the district's student placement systems of those policies and systems. More specifically, it focuses on the larger systemic issues that in a way that certain MPS policies drive those systemic issues. The current student placement system participate in a school request process, creates unintentional competition among schools for students and reintegration strategy has minimal impact on desegregating school communities. As a result, the current system, external factors, leaves MPS schools largely segregated and does not provide all families with equal access to schools that meet their needs. In order to achieve MPS' overarching goals of choice and desegregation, MPS will need to make changes to student placement-related policies and work in partnership with the State to redefine its integration efforts.



Processes and Practices

The second set of findings is centered on understanding the current processes and practices that support the district's student placement system, and how those processes and practices impact student placement. The district's efforts to improve processes and practices are meant to both reduce challenges that surface and create an overall efficient system that supports all families. Based on the information gathered from our study, the district needs to improve both student placement practices and policies that govern student placement, otherwise, systemic issues will persist.



Family Experiences

The third set of findings is centered on understanding families' experiences navigating the student placement process, particularly the school request process. The student placement process is meant to provide families with the option to enter into the MPS school system or request school for their children that provides opportunities that are both academically challenging and supportive. Some families, however, face certain challenges navigating the process. Many families feel that they do not have the information and staff support that they need to fully understand how student placement works in MPS, or to effectively participate in the school request process. This is especially true for families who are traditionally underserved by the District, including families with children of color and American Indian children who are eligible for educational benefits (also known as free or reduced-priced lunch) who participate in the school request process at lower rates than families with White children who do not receive educational benefits. With the current system, policies, processes, and practices in place, not all families are able to gain access to schools that meet their children's needs.

The findings section begins with an overall finding and summary of each of the three findings sections.

Summary pages, available within each of the three sections, are provided for all major findings. These pages summarize information across stakeholders, highlighting themes that support the larger finding.



Finding 1: 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: 1) outdated MPS policies, 2) an ineffective integration strategy, 3) unequal enrollment patterns, and 4) inaccurate enrollment projection and disruptive staffing systems. Each of these challenges are described in greater detail below.

Outdated MPS policies

Many of MPS's current policies and district initiatives 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.

After *Brown v. Board of Education*, schools across the United States remain undeniable that segregation and systemic racism in Minnesota and have led to inequitable access to resources, such as housing. In addition, the State of Minnesota's initiative to provide integration funding to support schools with "racially identifiable" limits options for integrating schools with overwhelmingly White students. MPS's current policies that impact school request and student placement do little to counteract the effects of these external factors. As a result, schools remain largely segregated by race and socioeconomic status. Additional work at multiple levels is needed in order to integrate Minneapolis schools and communities.

Processes and Practices: Undear Student Placement Processes and Practices

FAMILIES	SCHOOL LEADERS	DISTRICT LEADERS AND STAFF
<p>For many families, understanding the different processes and steps involved in enrolling a child can be overwhelming.</p> <p>Although many families experience challenges navigating the student placement process, families who are unfamiliar with the placement process experience more challenges.</p> <ul style="list-style-type: none"> "The process is not clear if this is your first experience with an educational system or new to the staff/parents." "Even with resources readily available, we found the process to be cumbersome and unnecessarily complicated." "As a new family to the district, the process was very painful. To many people are involved in the process, especially, when it comes to behavioral needs of child." <p>Many families want the student placement processes, including the school request and waitlist processes, to be simpler, more "straight forward," and more transparent.</p> <ul style="list-style-type: none"> "For families requesting schools outside of their community school, it can feel like an odds game. For example, if you are opting for a school where there are typically some kids, limited seats, no one ever seems to know whether you should still include it as your first choice, or if that's going to mean you have less of a chance at your second choice, or if you're going to get shut out of your community school if you've requested others and don't get in, etc." 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." <p>Families also want to ensure that the odds are not stacked "against certain communities" and that families have choice, without jeopardizing their spot at their community school.</p> <ul style="list-style-type: none"> "Allow all Special Ed students to have the same opportunity to request any school they want to attend, including their community school." "If you only want to go to your local community school it is not clear if you need to enter a second backup plan. It is also not clear if you are guaranteed a spot in your local community school." 	<p>School leaders feel that the student placement process is unclear which leads to some benefiting over others.</p> <p>Some school leaders experience frustration with the school request, student placement, and waitlist processes because they feel they are not informed about those processes.</p> <ul style="list-style-type: none"> "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 processes and policies." For others, "the mysterious waitlists are enough to drive an [school leader] crazy. We're not allowed to see them." <p>School leaders seek "a clear process that is transparent" and want to ensure that it is a "user friendly" and simple process to navigate.</p> <ul style="list-style-type: none"> "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." <p>School leaders are aware that many families experience challenges navigating the student placement process, however, those unfamiliar with the process experience more challenges.</p> <ul style="list-style-type: none"> "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 on a waitlist doesn't mean that they're registered and enrolled at that site." 	<p>District leaders are aware that many families experience challenges navigating the student placement process, particularly the school request process, and are unfamiliar with the process.</p> <p>District staff experience challenges navigating the student placement process, particularly the school request process, and are unfamiliar with the process.</p> <ul style="list-style-type: none"> "The need to go into class." Special education placement decisions and waitlists. <p>District leaders are aware that many families experience challenges navigating the student placement process, however, those unfamiliar with the process experience more challenges.</p> <ul style="list-style-type: none"> "Parents in the system life issues and worry about what it means if it's a disadvantage to them." - Associate Superintendent "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." - District Staff

Each theme has at least one page of supporting data. These pages are color-coded and organized by stakeholder group. The layout of these pages may differ from theme to theme, variation that intentionally facilitates interpretation and understanding of each stakeholder's perspective.

Recommendations

The report concludes with a list of recommendations provided by the EDIA Committee.

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

This report identifies three distinct sections related to student placement: (1) Systems and Policies, (2) Processes and Practices, and (3) Family Experience. An overview of the findings from each section is described below.



Systems and Policies

The first set of findings is centered on understanding the district’s student placement systems and policies, as well as the consequences of those policies and systems. More specifically, it focuses on the larger systemic issues that impact student placement, as well as the way that certain MPS policies drive those systemic issues. The current student placement system, which allows for families to participate in a school request process, creates unintentional competition among schools for students and resources, and the current integration strategy has minimal impact on desegregating school communities. As a result, the current system, along with external factors, leaves MPS schools largely segregated and does not provide all families with equal access to schools that meet their needs. In order to achieve MPS’ overarching goals of choice and desegregation, MPS will need to make changes to student placement-related policies and work in partnership with the State to redefine its integration efforts.



Processes and Practices

The second set of findings is centered on understanding the current processes and practices that support the district’s student placement system, and how those processes and practices impact student placement. The district’s efforts to improve processes and practices are meant to both reduce challenges that surface and create an overall efficient system that supports all families. Based on the information gathered from our study, the district needs to improve both student placement practices and policies that govern student placement, otherwise, systemic issues will persist.



Family Experiences

The third set of findings is centered on understanding families’ experiences navigating the student placement process, particularly the school request process. The student placement process is meant to provide families with the option to enter into the MPS school system or request schools for their children that provide opportunities that are both academically challenging and supportive. Some families, however, face certain challenges navigating the process. Many families feel that they do not have the information and staff support that they need to fully understand how student placement works in MPS, or to effectively participate in the school request process. This is especially true for families who are traditionally underserved by the District, including families with children of color and American Indian children who are eligible for educational benefits (also known as free or reduced-priced lunch) who participate in the school request process at lower rates than families with White children who do not receive educational benefits. With the current system, policies, processes, and practices in place, not all families are able to gain access to schools that meet their children’s needs.



Finding 1: 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: 1) outdated MPS policies, 2) an ineffective integration strategy, 3) unequal enrollment patterns, and 4) inaccurate enrollment projection and disruptive staffing systems. Each of these challenges are described in greater detail below.

Outdated MPS policies

Many of MPS’s current policies and initiatives 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.

Ineffective Integration Strategy

Sixty years after *Brown v. Board of Education*, schools across the United States remain segregated. It is undeniable that segregation and systemic racism in Minnesota and across the U.S. have led to inequitable access to resources, such as housing, transportation, etc. In addition, the State of Minnesota’s initiative to provide achievement and integration funding to support schools with “racially identifiable” student populations limits options for integrating schools with overwhelmingly White student populations. MPS’s current policies that impact school request and student placement have done little to counteract the effects of these external factors. As a result, MPS schools remain largely segregated by race and socioeconomic status. Systemic change at multiple levels is needed in order to integrate Minneapolis schools and communities.

Unequal Enrollment

School leaders and Associate Superintendents feel that the current system leads to unequal student enrollment across the district, which positions schools to compete for students and resources. School leaders who feel that the placement process leaves their school with smaller-than-expected enrollments, for example, often feel pressure to raise enrollment because enrollment is tied to school resources. School leaders who receive larger-than-expected enrollments, however, often feel pressure to accept additional students, even when there may not be enough space or resources at the school to adequately support them. The competition for resources and students also creates challenges for families who may have to compete with other families for a seat in a school.

Inaccurate Enrollment Projection and Disruptive Staffing Systems

According to school and district leaders, the current enrollment projection and staff adjustment processes can worsen the challenges mentioned above for schools. Many school and district leaders feel that inaccurate enrollment projections lead to inaccurate budget allotments that can force staff members to change schools during the school year. This can cause disruptions at schools and frustration for school leaders and families.

Systems 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 a specific definition of the problem or the work that tries to address it.
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.

Systems 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.

Systems and Policies: Ineffective Integration Strategy

EXISTING/ARCHIVED 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.

More information can be found in the appendix section.

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."*

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.

Systems and Policies: Unequal Enrollment

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].”*

EXISTING/ARCHIVED DATA

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

According to data gathered for the 2019-20 MPS Boundary Study:

- 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.

FAMILIES

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

- *“It’s pretty complicated - I gathered most of my information by talking with other families who had been through the process before. It gets especially complicated with how to list first and second choices, and for those schools that are oversubscribed, it can lead to a lot of angst.”*
- *“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.”*

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.”*
- *“We have a systemic problem as a district: over-enrollment in one zone, under-[enrollment] in another. Because of the white racism that’s been here forever, 394 is a barrier that nobody in Southwest wants to cross.”*
- *“Reduce the number of school options in this area. Until there is a smaller number of options for families to choose from we will stay in this cycle of low enrollment.”*

If their school has lower-than-expected enrollment, school leaders feel the need to recruit additional students or lose the funding that follows students. Low enrollment can lead to a spiral of declining resources.

- *“Two years ago we were in danger of losing a Kindergarten classroom, and so we were really intentional about getting out and marketing... Because we knew if we went from four to three [classrooms], then each year subsequently we’re going to be allocated for [fewer student] slots.”*
- *“I’m not trying to monetize children by any means, but kids equal money, money equals programming, programming equals a... viable option for families, you know? I don’t want to go to a school that doesn’t have anything, [that is] barebones. I don’t want to send my child to that school. So how do you dig yourself out of that hole if you’ve been systematically put into it?”*
- *“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.”*

School leaders at schools that are at or near capacity feel pressure to accept additional students.

- *“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.’”*
- *“We’re jammed, English and social studies classes of 34 kids, I’m running out of chairs. We get a call from Student Placement, ‘Would you please take them?’ And I’m like 25 [students] over in 6th grade...so I can’t. I have nowhere to put them. I’m literally running out of space. So we try to be as gracious as we can about taking folks, but I have teachers who are frustrated.”*

Systems and Policies: Inaccurate Enrollment Projection and Disruptive Staffing Systems

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.

- *“This year the [enrollment] projections were really low.”*
- *“The [enrollment] numbers are not right. Why do you keep sending me students? Why are you sending Kindergartners to me? They say I’m not full. I have 28 kindergarteners in a classroom. Now I have parents breathing down my neck.”*
- *“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.”*
- *“I... wonder about systems talking because at one point they had us at very different [enrollment] rates.... We had very conflicting numbers and they continued to send us kids when we were in theory full.”*
- *“We were predicted to have 690, [but we] have 700. [We’re] trying to pull other resources.... The building just becomes a real struggle when you’re dealing with a pretty small budget where you don’t have much movement or choice, and then you have to figure out how you’re gonna now get, try to get more [resources].” - School Leader*

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.” - School Leader*
- *“We get students every single day, 3-5 students coming, as well as we get students leaving.... When we have a student coming in in March [we] feel like we are limited with resources.” - School Leader*

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*
- *“I don’t know what to say. I’m, to be honest, I feel totally left out of the whole process and it was just kind of told to me, you’re going to have this and then you’ve planned for [a certain number of] kindergarten classrooms and then all of a sudden you’re getting [an additional classroom] and then now you need a schedule and you have a teacher.... Now I’ve got to find resources.... Every decision, there’s a reaction that happens as a result of that.... It was a maddening start to my school year that way... There’s some real inconsistency.” - School Leader*

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.”*



Finding 2: Many stakeholders, including families, school leaders, district leaders, and district staff members, feel that MPS’s student placement processes and practices are inconsistently implemented.

Inconsistent implementation of student placement processes and practices is largely due to unclear student placement processes and practices and a lack of role clarity. These findings are described in greater detail below.

Unclear Student Placement Processes and Practices

Depending on the needs of a child (e.g. if the child receives special education services, English language support, is homeless and highly mobile, etc.), families may navigate different student placement processes and/or multiple steps to enroll their child in school. According to district leaders, district staff, and school leaders, these processes have created obstacles for families. Furthermore, unclear practices regarding waitlists and holding seats at schools leaves both families and school leaders frustrated.

Lack of Role Clarity

Although school leaders and staff recognize that student placement staff are working within the constraints of the larger system, there are different levels of understanding of the role school and district staff play in the overall student placement process. A lack of clarity regarding roles within the student placement process leads to inconsistent implementation at both the district and school level, which can create difficult decision making situations for school leaders as they engage with both the Student Placement Office and families about school requests and placements.

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.

In the school leader student placement survey, a majority of school leaders reported that they did not understand both school staff and district staff roles in the student placement process.

- 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*.

School leaders question whether the higher concentrations of students receiving special education services in certain schools across Minneapolis result from the lack of clarity and inconsistent placement practices.

- *"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 like there needs to be a little more clarity around placement and special education. There seems to be a power struggle with [a district staff] about who goes where.... There are some principals that get to say no and other principals that don't.... But you know students who might live across the street from another school and the principal just said so 'No we're not taking that student,' so 'Oh, [another school] will take them.... Who says no... seems inequitable."*

The lack of role clarity can put some school leaders in difficult situations with families.

- *"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."*
- *"I am sometimes asked whether or not I will take a student, and I don't know the difference between when and why I'm asked versus when and why I am not asked. When I first started to get calls, I didn't know what to say, I had no guidance around how am I supposed to make this decision."*

School leaders recognize that unclear processes leads to inconsistent practices, which allows for both school leaders and *"families who can navigate the system"* to *"benefit."*

- *"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 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."*

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.

Although many families experience challenges navigating the student placement process, families who are unfamiliar with the placement process experience more challenges.

- *“The process is not clear if this is your first experience with an educational system or new to the state/country.”*
- *“Even with... resources readily available, we found the process to be cumbersome and unnecessarily complicated.”*
- *“As a new family to the district, the process was very painful. Too many people are involved in the process, especially, when it comes to behavioral needs of child.”*

Many families want the student placement processes, including the school request and waitlist processes, to be simpler, more “straight-forward,” and more transparent.

- *“For families requesting schools outside of their community school, it can feel like an odds game. For example, if you are opting for a school where there are typically some kids turned away, no one ever seems to know whether you should still include it as your first choice, or if that’s going to mean you have less of a chance at your second choice, or if you’re going to get shut out of your community school if you’ve requested others and don’t get in, etc.”*
- 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.”*

Families also want to ensure that the odds are not stacked “against certain communities” and that families have choice, without jeopardizing their spot at their community school.

- *“Allow all Special Ed students to have the same opportunity to request any school they want to attend, including their community school.”*
- *“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 student placement process is unclear which leads to some benefiting over others.

Some school leaders experience frustration with the school request, student placement, and waitlist processes because they feel they are not informed about these processes.

- *“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.”*

School leaders seek “a clear process that is transparent” and want to ensure that it is a “user friendly” and simple process to navigate.

- *“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.”*

School leaders are aware that many families experience challenges navigating the student placement process, however, those unfamiliar with the process experience more challenges.

- *“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 they’re 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.

District staff seek a simpler and more transparent and integrated student placement 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.” - Associate Superintendent*
- *“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.” - District Staff*



Finding 3: 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 and 2) lack of resources and supports, and they lead to 3) disproportionate school requests and 4) lack of equal access to schools. These challenges are described in greater detail below.

Insufficient or Inaccessible Information

Although district staff are making additional efforts to inform families about the school request process this school year, many stakeholders noted that MPS’ school request & student placement communications are not always accessible, nor does information reach all staff and families equally. In addition, school leaders and families feel that information they receive can be unclear and inconsistent. Families of color and American Indian families, in particular, feel that they cannot participate effectively in the school request process, and therefore desire more in-person support as they navigate the request & placement process. Most stakeholders feel that more can be done to inform all families about how the student placement, school request, and waitlist processes work.

Lack of Resources and Supports

Factors such as having resources, knowledge of the system, and stability better equip families to navigate the school request and student placement processes. District staff and school leaders feel that neither they, nor district student placement staff, have the resources they need to successfully support all families in finding and enrolling in a school that meets their needs. Families of color and American Indian families, in particular, want additional district student placement staff, especially staff members who are culturally and linguistically reflective of these communities.

Disproportionate School Requests

Even though the vast majority of students receive their first choice school, families with White children are more likely to **participate** in the school request process and are more likely to **request** schools in south and southwest Minneapolis. Additionally, seats at schools in south and southwest Minneapolis are more likely to be **filled up** by students whose families requested those schools within the school request window. Additionally, magnet schools are more likely to receive requests than community schools.

Lack of Equal Access to Schools

Not all MPS families have the same experience going through the school request and student placement processes. In general, MPS families and students want academically strong schools that are welcoming, safe, and easy to get to. Under the current system, however, not all families have equal access to these types of schools.

Family Experiences: Insufficient or Inaccessible Information

FAMILIES

Although a majority of respondents to the family survey noted that they are satisfied with the school request process, some families are frustrated by the lack of transparency and the inaccessible or inaccurate information they receive about the school request, student placement, and waitlist processes.

Families describe communications and information as inconsistent or lacking between themselves, district staff, and school staff. Some families “*didn’t know what the school [request] process was,*” and, for others, “*how placements are made was confusing.*”

- “*[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. We followed the guideline on the website and chose schools that had busing from our home, would be a good fit for her [our child] and had values important to our family. However, my daughter didn’t get into either of the schools we selected and we got no communication about what our options were, what next steps were or what we should do when she had no placement. The placement office was very little help and we felt pressured to select schools that we’d never toured and that didn’t work for our family.*”
- “*There seems to be a lack of transparency/accountability. One week I was told my child was 11 on a waitlist, then two weeks later she was 23. No explanation. Then when I enrolled her for kindergarten (waitlist was High 5), I was told I never enrolled in a Minneapolis school and my address appeared to be out of Minneapolis boundaries (I live in [a Minneapolis] neighborhood). Something seems to be off.*”
- “*Once we picked the community school for [my child] to attend, no one responded back to us until the week before school started and the week of school did not have classes all the way worked out. This is terrible when it comes to children with special needs and for a child that has a number of ‘new’ happening- they are in the foster system, new home, new school, etc.... Internal communication between district office, school, new family center, etc. needs addressing.*”
- “*Transparency is needed when families request schools and are not given any of their choices. This results in problems if there is a lack of dialog, and responsiveness to the issues.*”

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.

Although many families expressed a desire for more resources to help them navigate the school request process, or a more straightforward process to begin with, families of color and American Indian families were more likely to express that the system was challenging for them to navigate.

- “*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.*”
- “*If your life experience was not in a similar system, you might not know about this [the school request process] or how it works. So families that can either navigate the ridiculous MPS website or have prior knowledge are the ones that actually have choice. Everyone else gets the school they get.... The basic components of enrollment are so user unfriendly. It is tedious for the user and it has to be tedious for the staff who have to interact with it.... Get out and talk to people in the community as they move in or their students become school age. Recruit your students! “*
- “*It would be especially helpful to have an online request process where each step is clearly outlined and that you can log in and out of to check on status.*”
- The top three ways families want to receive information about the school request process were: (1) Email (73%); (2) MPS website (49%); and (3) school websites (42%). For families with children of color, the top three were: (1) Email (62%); (2) phone call (43%); and (3) MPS website (37%). Note that in-person support was not listed as a choice for this survey question.
- The top three resources families used to learn about schools were: (1) conversations with other people (67%); (2) MPS website (55%); and (3) school tours (53%). For families with children of color, the top three were: (1) conversations with other people (53%); (2) MPS website (39%); and (3) school websites (35%).
- 54% of families with White children said that the school request process was *not* challenging for them, while only 35% of families with children of color said that the school request process was *not* challenging for them. The top three factors that may have made the school request process challenging to families with children of color and American Indian children were: (1) “I did not have enough information to make an informed request” (22%); (2) “There was not enough support from staff to guide me through the process” (16%); and (3) “I did not know about the request process/I do not know if I completed a request”(16%).

Family Experiences: 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.

SCHOOL LEADERS AND SCHOOL STAFF

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

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.

- *“At our September Site Council meeting... all of my parents in attendance had very little communication from the district... These were all families whose first language is English and are able to navigate the district, but I am worried for our families whose first language isn't English and don't know what to do.”* - School Leader
- *“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 desire clear communication on all levels to better support families.

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.”*

- *“Some families assume because they have a sibling in a school they don't need to submit a request.”*
- *“It doesn't make sense to me that we can't have the deadlines and process up front at the beginning of the year so we can communicate clearly with families about the process.”*
- *“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 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.

District staff would like *“to make sure families are aware”* of and familiar with the school request and student placement processes, and to ensure families have the information they need to participate in the processes and make an informed school decision.

- *“I think that we take our students and families for granted in this process...There's an information gap. We assume families know they need to fill out a choice card.”*

District staff also feel that they do not always have clear information themselves about the school request and student placement processes, which impacts their ability to provide support to schools and families.

- *“A lot of the questions I get are when is the deadline (for lottery) and I don't know. The date changes- sometimes it's February 8 sometimes it's February 9. It's around that time but they don't feel confident... if they don't know the deadline. If [schools] can't give a concrete date and it impacts our relationship with families - then families look at other places. We need a way to information share from the district to the schools.”*

Some district staff explained that they want the student placement process, including EL and SPED screening processes, to be more clear, because parents do not always understand how they work.

- *“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.”*

District staff would like to see different and additional outreach strategies across all schools so students and families become familiar with their school options early on.

- *“When I think about transition from middle to high school, it frustrates me that we're a district of schools, not a school district. We don't tap into our biggest assets - having students leaving middle school to visit high schools throughout the 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. That was new to me. Also, ...Reputation matters a lot.”*

Family Experiences: Lack of Resources and Supports

MPS FAMILIES

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

Families who are unfamiliar with the school request process or have limited resources (e.g. transportation, language resources, access to someone knowledgeable about the system) often experience greater challenges navigating the school request and placement processes than other families do.

- *“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.”*

Many families explained that they need a higher level of in-person support from district staff in order to successfully navigate the processes.

- *“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 but it’s not the same [as] when you talk to a staff [person] and they walk through the process with you.”*

In addition to receiving more accessible information, parent evaluators also desire additional staff, particularly in the student placement offices, who reflect the cultures and languages of these cultural groups—African American, American Indian, Hmong, Latino, and Somali.

DISTRICT 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.

- *“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.”*

SCHOOL LEADERS AND STAFF

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.

Some school leaders feel that they do not have the necessary resources and guidance that they need to successfully support families through the placement process.

- *“I am sometimes asked whether or not I will take a student, and I don’t know the difference between when and why I’m asked versus when and why I am not asked. When I first started to get calls, I didn’t know what to say, I had no guidance around how am I supposed to make this decision.” - School Leader*
- *“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.” - School Leader*

School staff that support recruitment efforts at schools also seek additional information from Student Placement to be able to support families with deciding schools.

- *“Placement should give schools the email and phone number of students in our area identified as kindergarten age. We have received this list way too late most years. Usually we get it in May. We should have it now so we can invite parents to tour our school before they choose other options.” - School Staff*

Some school leaders feel that staff at the placement center need a deeper understanding of the schools in their district and their unique contexts in order to help guide families to schools that meet their needs.

- *“[MPS should] ensure that the staff at the placement center understand the details of the programs to which they are assigning students.” -School Leader*
- *“Have staff dig into the information about programs at schools so decisions are not only based on overall numbers.” - School Leader*

School leaders acknowledged that competing values within the district around student recruitment, retention, and integration make it challenging for district student placement staff to make decisions and communicate about their decisions in a clear and consistent way.

- *“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 look like it goes toward having our schools be [more] segregated than not. So if you’re a person in placement, ...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.”*

Family Experiences: Schools' Recruitment Strategies

The following table lists some of the different strategies MPS schools have used in the past to recruit students and families, based on responses to an EDIA survey of school leaders.

Schools' Recruitment Strategies to Recruit Students and Families

School Tours, Open House, and School Events

Schools put on school tours as well as school open houses and school events to reach out to students and families. In some cases, schools have student ambassadors to support with recruitment.

Communications and Marketing Approach

Schools provide and offer printing materials such as school newsletters, flyers, post cards, etc. to recruit students and families. Schools also maintain and update school websites as well as send communications via text and phone call, including the School Messenger, to attract students and families. In some cases, schools recruit students and families through radio and television broadcasting. School leaders also note that families are attracted to the quality of education, programming offered at schools, and responsiveness to families' needs.

Outreach Efforts

Schools' coordinate outreach in neighborhoods and the community, for example by door knocking, attending community events, or other methods.

Social Media

Schools utilize social media to reach families and students. Social media tools include Facebook, Twitter, and listservs, to name a few.

Partnerships with Feeder School and Out of School Time Care

Schools also partner with feeder schools to share information between elementary schools and middle schools and middle schools and high schools. Additionally, schools may leverage partnerships with daycare services housed in their schools.

Word of Mouth and Engagement with School Staff

Schools also acknowledge that students and families learn about schools through word of mouth from, for example, current families who refer students and families to a school and community members. School leaders also shared that family liaisons and other school staff share information with families and students.

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.”*
- *“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 STAFF

District staff are aware that families as well as students consider a number of factors (i.e., programming, school reputation, etc.) when making a school request.

- 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 not FRL eligible participated at a higher rate than students who were eligible for FRL.
- The percentage of kindergarten students who were placed at their school because they requested it in the lottery 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 lottery is highest in south and southwest Minneapolis.

Ninth Grade School Request Participation Data for Aggregate 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.
- More data on school request participation can be found in the appendix section.

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.

In general, MPS families want schools that have strong academics and feel welcoming and safe for themselves and their students. Many families also expressed that they would prefer a school close to their home, or at least one that is easy to get to.

- *“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.”*
- According to the EDIA family survey, the most important factors that families look for in a school are: 1) “the school feels welcoming to my family” (79%), 2) “the school demonstrates academic excellence” (75%), and 3) “the school has a diverse student population” (69%). For families with children of color and American Indian children, the top three were: 1) “the school feels welcoming to my family” (74%), 2) “the school demonstrates academic excellence” (72%), and 3) “The school addresses behavior problems (e.g. fights, drugs, bullying) in a way that meets my family’s needs” (67%).
- When explaining what else influences their school choice, EDIA family survey respondents mentioned culture, climate, relationships, academics, and location most frequently.

Not all families feel that they have access to schools that meet their needs under the current MPS student placement system, due to lack of transportation options, lack of strong schools near their home, an inability to navigate the school request process, or another reason.

- *“I don’t like the zoning rules- it keeps poor families out of good schools because of lack of transportation.”*
- *“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.”*

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.

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 families.”*
- *“[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 transportation needs.”*

DISTRICT LEADERS AND STAFF

District leaders and staff members identified a number of factors that lead to the current school request and student placement system advantaging some families over others, including inconsistent processes, loopholes within policies or protocols, and limited access to transportation for some families.

- *“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*

Recommendations

Recommendations: Draft Recommendations Letter from EDIA Committee

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

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.

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.

Recommendations: Draft Letter from EDIA Committee

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.

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.

Recommendations: Draft Letter from EDIA Committee

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.

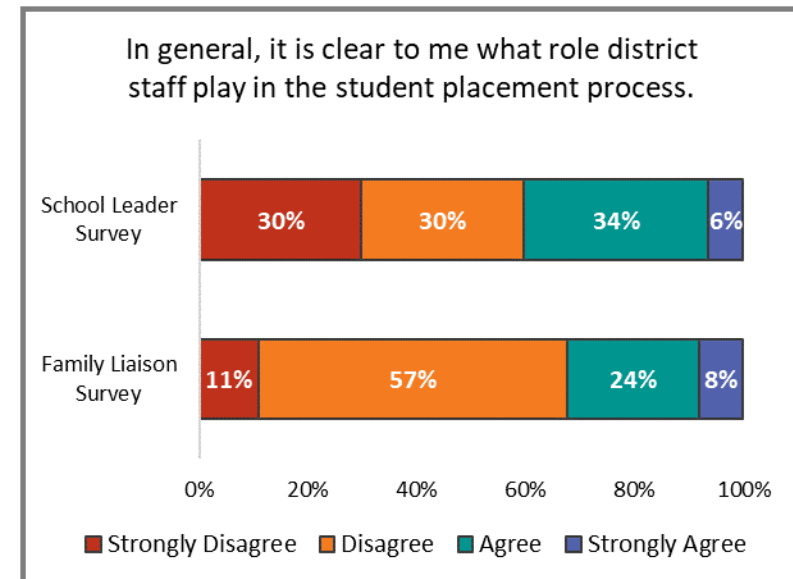
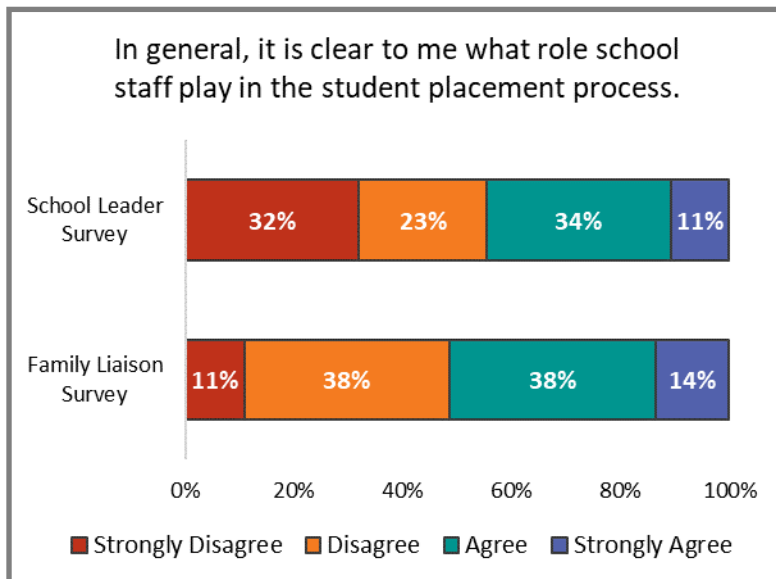
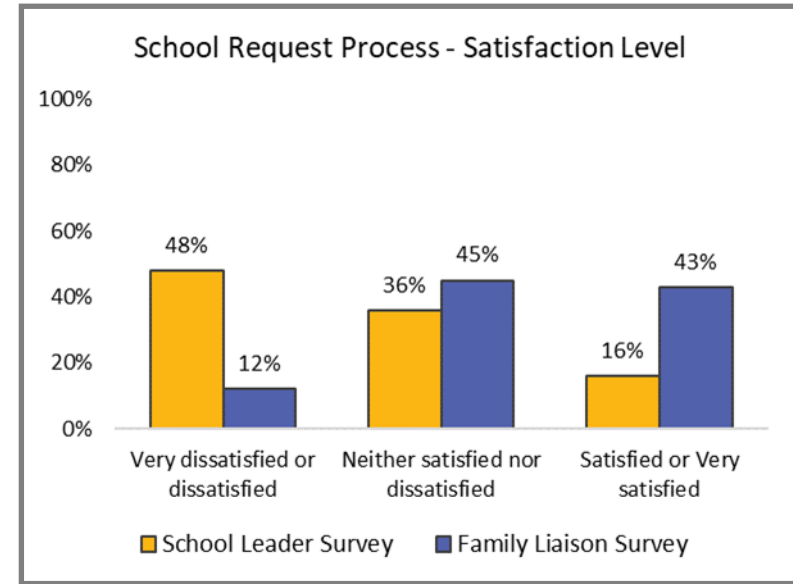
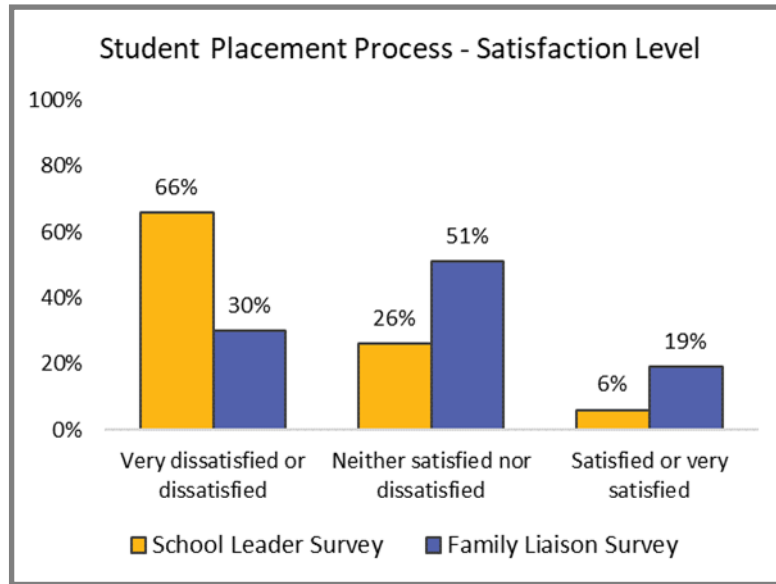
School Climate and Cultural Competency

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
 - C. Safety and Behavior Management

In Solidarity,
 EDIA Committee
 Candace Miller Lopez, Gloria L. Cazanagli, 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

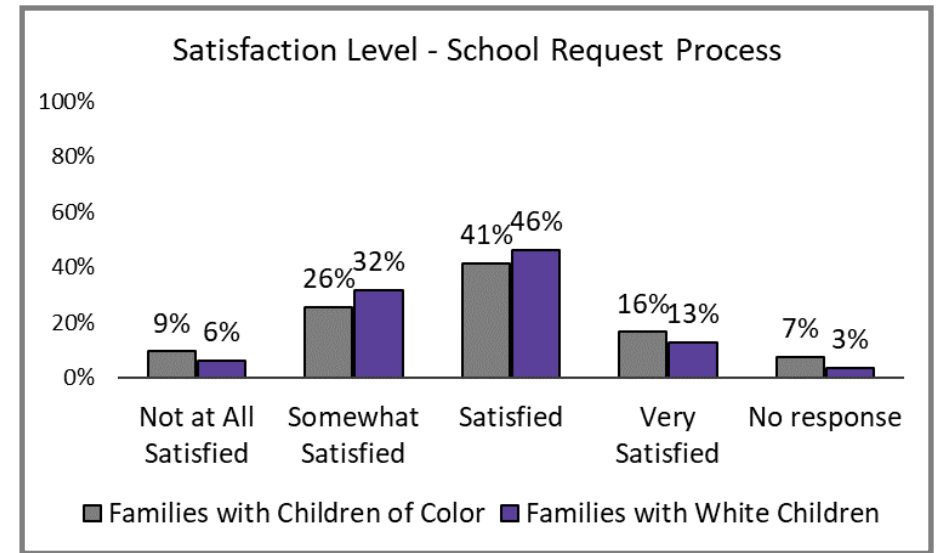
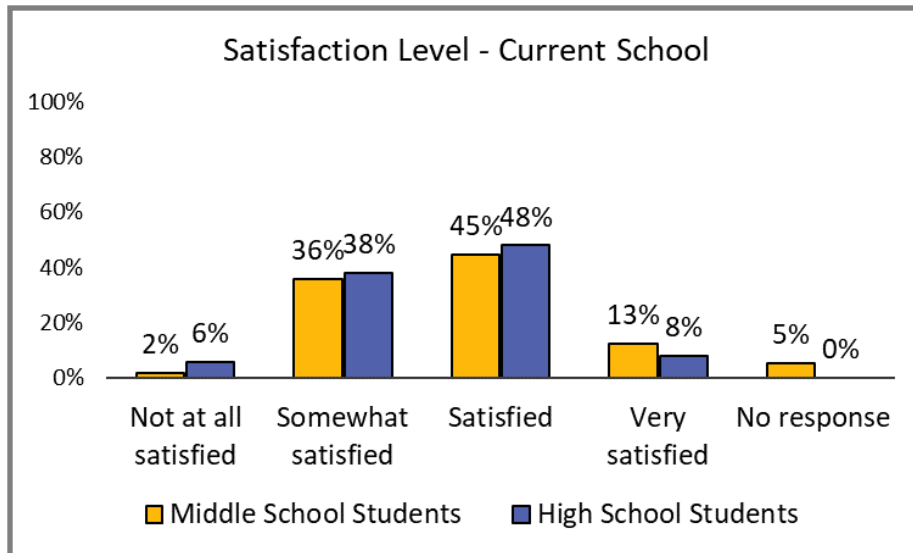
Appendix

Appendix—School Leader and Family Liaison Survey Data: Satisfaction Levels and Clarity of Roles



The charts above show school leader's and family liaison's level of satisfaction with the student placement process and the school request process, as well as their level of clarity on what role different staff members play in the student placement process, according to the school leader survey and the family liaison survey.

Appendix- Student and Family Survey Data: Satisfaction Levels



The charts above show student's level of satisfaction with their current school, as well as families' level of satisfaction with the school request process. This information comes from the student survey and the family survey.

Appendix—Student Survey Data: Middle and High School Students

Factors that Students Looked For or Will Look For When Choosing a High School

	African American/ Black (n = 93)	American Indian (n = 18)	Asian/ Pacific Islander (n = 13)	Hispanic/ Latinx (n = 30)	White (n = 39)	Other (n = 16)
The school addresses behavior problems (e.g. fights, drugs, bullying) in a way that meets my needs	60.2% (56)	66.7% (12)	69.2% (9)	73.3% (22)	66.7% (26)	75% (12)
The school addresses discrimination in a way that meets my needs	60.2% (56)	50% (9)	61.5% (8)	66.7% (20)	64.1% (25)	56.2% (9)
The school demonstrates academic excellence	66.7% (62)	55.6% (10)	84.6% (11)	63.3% (19)	69.2% (27)	68.8% (11)
The school feels welcoming to me	86% (80)	83.3% (15)	76.9% (10)	86.7% (26)	82.1% (32)	87.5% (14)
The school has a diverse student population	63.4% (59)	66.7% (12)	46.2% (6)	56.7% (17)	71.8% (28)	68.8% (11)
The school has teachers that meet my needs	65.6% (61)	77.8% (14)	84.6% (11)	76.7% (23)	74.4% (29)	93.8% (15)
The school is in a safe neighborhood	62.4% (58)	50% (9)	53.8% (7)	66.7% (20)	48.7% (19)	87.5% (14)
The school offers culturally specific services that meet my needs (e.g. Office of Black Student Achievement, Indian Education)	58.1% (54)	72.2% (13)	38.5% (5)	60% (18)	48.7% (19)	68.8% (11)
The school offers special education services that meet my needs	47.3% (44)	38.9% (7)	46.2% (6)	50% (15)	38.5% (15)	37.5% (6)
The school offers specialized/magnet programming (e.g. Arts, Montessori) that meets my needs	35.5% (33)	38.9% (7)	46.2% (6)	53.3% (16)	48.7% (19)	31.2% (5)
The school provides transportation that meets my needs	63.4% (59)	50% (9)	53.8% (7)	73.3% (22)	61.5% (24)	75% (12)
There are other families in the school community like my family	55.9% (52)	38.9% (7)	53.8% (7)	70% (21)	43.6% (17)	50% (8)
Other	20.4% (19)	11.1% (2)	23.1% (3)	6.7% (2)	12.8% (5)	25% (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.

Appendix—Teacher Survey Data: High 5 and 5th Grade Teachers

Number of Respondents who have Talked to Families about the School Request Process

	Number of Re-	Percent of Re-
Yes	30	40.0%
No	44	58.7%
I don't know	1	1.3%
Total	75	-

Frequency with which Respondents have Shared Information During Conversations with Families about School Choice Options

	Almost never	Sometimes	Often	Almost always	Total Respondents
School academic program- ming	19.0%	23.8%	33.3%	23.8%	21
Academic achievement	23.8%	23.8%	38.1%	14.3%	21
School climate	9.5%	23.8%	38.1%	28.6%	21
Extracurricular activities (i.e., afterschool programming, athletics)	28.6%	33.3%	28.6%	9.5%	21
Student demographics	27.3%	40.9%	22.7%	9.1%	22
Staff demographics	55.0%	25.0%	15.0%	5.0%	20
Special education services provided	28.6%	28.6%	28.6%	14.3%	21
Culturally specific services (e.g., Office of Black Student Achievement, Indian Educa- tion)	36.4%	36.4%	22.7%	4.5%	22
Other	0%	16.7%	66.7%	16.7%	6

Appendix—Teacher Survey Data: 8th Grade Teachers

Number of Respondents who have Talked to Families about the School Request Process

	Number of Respondents	Percent of Respondents
Yes	36	52.9%
No	29	42.6%
I don't know	3	4.4%
Total	68	-

Frequency with which Respondents have Shared Information During Conversations with Families about School Choice Options

	Almost never	Sometimes	Often	Almost always	Total
School academic programming	6.7%	16.7%	40.0%	36.7%	30
Academic achievement	16.7%	26.7%	40.0%	16.7%	30
School climate	13.3%	30.0%	46.7%	10.0%	30
Extracurricular activities (i.e., afterschool programming, athletics)	10.0%	26.7%	40.0%	23.3%	30
Student demographics	30.0%	36.7%	23.3%	10.0%	30
Staff demographics	56.7%	26.7%	13.3%	3.3%	30
Special education services provided	20.0%	40.0%	16.7%	23.3%	30
Culturally specific services (e.g., Office of Black Student Achievement, Indian Education)	40.0%	33.3%	26.7%	0%	30
Other	16.7%	33.3%	0%	50.0%	6

Appendix—Teacher Survey Data: 8th Grade Teachers

Number of Respondents who have Talked to Students about the School Request Process

	Number of Respondents	Percent of Respondents
Yes	38	61.3%
No	23	37.1%
I don't know	1	1.6%
Total	62	-

Frequency in which Respondents have Shared Information During Conversations with Students about School Choice Options

	Almost never	Sometimes	Often	Almost always	Total
School academic programming	2.9%	11.4%	42.9%	42.9%	35
Academic achievement	14.3%	5.7%	42.9%	37.1%	35
School climate	5.7%	28.6%	48.6%	17.1%	35
Extracurricular activities (i.e., afterschool programming, athletics)	5.7%	20.0%	42.9%	31.4%	35
Student demographics	28.6%	37.1%	28.6%	5.7%	35
Staff demographics	54.3%	28.6%	11.4%	5.7%	35
Special education services provided	28.6%	37.1%	22.9%	11.4%	35
Culturally specific services (e.g., Office of Black Student Achievement, Indian Education)	45.7%	22.9%	28.6%	2.9%	35
Other	33.3%	33.3%	0%	33.3%	9

Appendix—Teacher Survey Data: High 5 and 5th Grade Teachers

Factors that Encourage Families to Stay at a School

	Number of respondents indicating the factor encourages families to stay	Percent of respondents indicating the factor encourages families to stay	Total Respondents
The school achieves academic excellence	26	34.7%	75
The school addresses discrimination in a way that meets families' needs	27	36%	75
The school addresses issues related to safety (e.g. fights, drugs, bullying) in a way that meets families' needs	26	34.7%	75
The school feels welcoming to families	46	61.3%	75
The school has a diverse student population	34	45.3%	75
The school has teachers that meet families' needs	43	57.3%	75
The school is in a safe neighborhood	30	40%	75
The school offers culturally specific services that meet families' needs (e.g. Office of Black Student Achievement, Indian Education)	16	21.3%	75
The school offers special education services that meet families' needs	34	45.3%	75
The school offers specialized/magnet programming (e.g. Arts, Montessori) that meets families' needs	24	32%	75
The school provides transportation that meets families' needs	36	48%	75
Families can see themselves represented in our school community	34	45.3%	75
Other	5	6.7%	75

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

Appendix—Teacher Survey Data: 8th Grade Teachers

Factors that Encourage Families to Stay at a School

	Number of respondents indicating the factor encourages families to stay	Percent of respondents indicating the factor encourages families to stay	Total Respondents
The school achieves academic excellence	31	45.6%	68
The school addresses discrimination in a way that meets families' needs	16	23.5%	68
The school addresses issues related to safety (e.g. fights, drugs, bullying) in a way that meets families' needs	31	45.6%	68
The school feels welcoming to families	40	58.8%	68
The school has a diverse student population	27	39.7%	68
The school has teachers that meet families' needs	33	48.5%	68
The school is in a safe neighborhood	35	51.5%	68
The school offers culturally specific services that meet families' needs (e.g. Office of Black Student Achievement, Indian Education)	17	25%	68
The school offers special education services that meet families' needs	34	50%	68
The school offers specialized/magnet programming (e.g. Arts, Montessori) that meets families' needs	15	22.1%	68
The school provides transportation that meets families' needs	34	50%	68
Families can see themselves represented in our school community	26	38.2%	68
Other	5	7.4%	68

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

Appendix—School Leader Survey Data

Factors that Encourage Families to Stay at a School

	Number of respondents indicating that the factor encourages families to stay	Percent of respondents indicating that the factor encourages families to stay	Total Respondents
The school achieves academic excellence	20	29%	69
The school addresses discrimination in a way that meets families' needs	22	31.9%	69
The school addresses issues related to safety (e.g. fights, drugs, bullying) in a way that meets families' needs	32	46.4%	69
The school feels welcoming to families	43	62.3%	69
The school has a diverse student population	30	43.5%	69
The school has teachers that meet families' needs	36	52.2%	69
The school is in a safe neighborhood	27	39.1%	69
The school offers culturally specific services that meet families' needs (e.g. Office of Black Student Achievement, Indian Education)	15	21.7%	69
The school offers special education services that meet families' needs	36	52.2%	69
The school offers specialized/magnet programming (e.g. Arts, Montessori) that meets families' needs	19	27.5%	69
The school provides transportation that meets families' needs	30	43.5%	69
Families can see themselves represented in our school community	35	50.7%	69
Other	15	21.7%	69

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

Appendix—School Leader Survey Data

Factors that Influence Families' Choice to Leave a School

	Number of respondents indicating that the factor encourages families to leave	Percent of respondents indicating that the factor encourages families to leave	Total Respondents
The school does NOT achieve academic excellence	19	27.5%	69
The school does NOT address discrimination in a way that meets families' needs	11	15.9%	69
The school does NOT address issues related to safety (e.g. fights, drugs, bullying) in a way that meets families' needs	18	26.1%	69
The school does NOT feel welcoming to families	16	23.2%	69
The school does NOT have a diverse student population	13	18.8%	69
The school does NOT have teachers that meet families' needs	13	18.8%	69
The school is NOT in a safe neighborhood	12	17.4%	69
The school does NOT offer culturally specific services that meet families' needs (e.g. Office of Black Student Achievement, Indian Education)	6	8.7%	69
The school special education services do NOT meet families' needs	11	15.9%	69
The school does NOT offer specialized/magnet programming (e.g. Arts, Montessori) that meets families' needs	10	14.5%	69
The school does NOT provide transportation that meets families' needs	27	39.1%	69
Families CANNOT see themselves represented in our school community	14	20.3%	69
Other	14	20.3%	69

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

Appendix—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.

Appendix– Family Survey Data

Resources that Parents Use to Learn about Schools for their Children

	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)
MPS Explore Guidebook	18.3%	25%	19.2%	13.3%	22.4%	22.3%	11.4%
MPS New Families Center	11%	17.2%	8.8%	30.7%	11%	44.6%	4.1%
MPS Student Placement Services	33.5%	33.6%	26.4%	23.8%	33.8%	33.8%	14.1%
MPS Website	45.9%	36.6%	63.2%	37.1%	31.7%	18.5%	68.8%
School Newsletter	11.8%	24.1%	15.9%	14%	12.1%	12.1%	8.9%
School Tours	34.9%	36.6%	58.8%	32.9%	20.3%	21%	69.8%
School Website	37.2%	40.5%	56%	32.6%	28.8%	17.8%	61.6%
Social Media	15.5%	19%	19.8%	11.9%	12.5%	20.4%	16.6%
Conversations with District staff	14.1%	26.3%	20.9%	16.9%	19.2%	12.1%	14.1%
Conversations with school staff (e.g. social worker, family liaison)	31%	29.3%	29.7%	34%	18.9%	36.3%	30%
Conversations with other people (e.g. my family, other families, neighbors)	51%	54.3%	70.9%	51.9%	42%	52.9%	78.7%
Other	8.7%	5.6%	7.1%	6.4%	5.7%	3.2%	7.9%

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.

Appendix—Family Survey Data

How Parents Want to Receive Information about the School Request Process

	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)
Email	72.4%	69%	81.3%	56.4%	47.3%	42%	82.7%
MPS Website	41.7%	38.4%	58.2%	34.5%	28.8%	25.5%	58.4%
Phone Call	33.5%	49.1%	21.4%	42.9%	45.2%	73.9%	14.5%
Printed Handout	37.7%	43.5%	34.6%	40%	39.5%	17.8%	29%
School Website	38.3%	40.5%	48.4%	32.6%	29.2%	19.7%	48.1%
Social Media	18.9%	29.3%	22%	24%	15.7%	20.4%	18.1%
Text Message	33%	41.4%	26.9%	34.5%	34.9%	51%	20.6%
Other	3.1%	6%	3.8%	6.2%	9.3%	1.3%	4.4%

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.

Appendix—Family Survey Data

Programs that Parents Would Consider for their Children

	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)
American Indian Language and Culture	19.7%	73.3%	9.3%	19.8%	9.3%	5.1%	7.8%
Full-Service Community School	42.8%	40.9%	34.6%	45.5%	33.1%	40.1%	34.5%
Hmong Language and Culture	8.2%	6.9%	9.3%	6.4%	74%	5.1%	2.8%
International Baccalaureate (IB)	43.9%	34.1%	57.7%	53.1%	48.8%	31.2%	60.4%
Montessori	34.4%	31.9%	40.7%	34.5%	31.7%	28.7%	45.7%
Music and Arts, including Fine Arts	52.1%	55.2%	58.8%	53.3%	49.8%	21.7%	54.2%
Open	41.7%	40.5%	36.3%	44.5%	27.8%	29.9%	42.6%
STEAM	60%	60.8%	74.7%	60%	61.9%	52.9%	66.8%
Somali Language and Culture	9%	6.9%	6.6%	8.3%	6.8%	71.3%	4.2%
Spanish Language and Culture	16.6%	19.4%	14.8%	55.5%	7.5%	14%	18.4%
Spanish Immersion/Dual Language Programming	22.3%	19.4%	25.8%	62.6%	7.8%	3.8%	36.8%
Urban Environmental	31%	35.8%	33.5%	29%	12.8%	8.3%	42.8%
Other	8.5%	3.9%	8.8%	5%	1.8%	1.9%	6.3%

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.

Appendix—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 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.

Appendix—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 demonstrate 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.

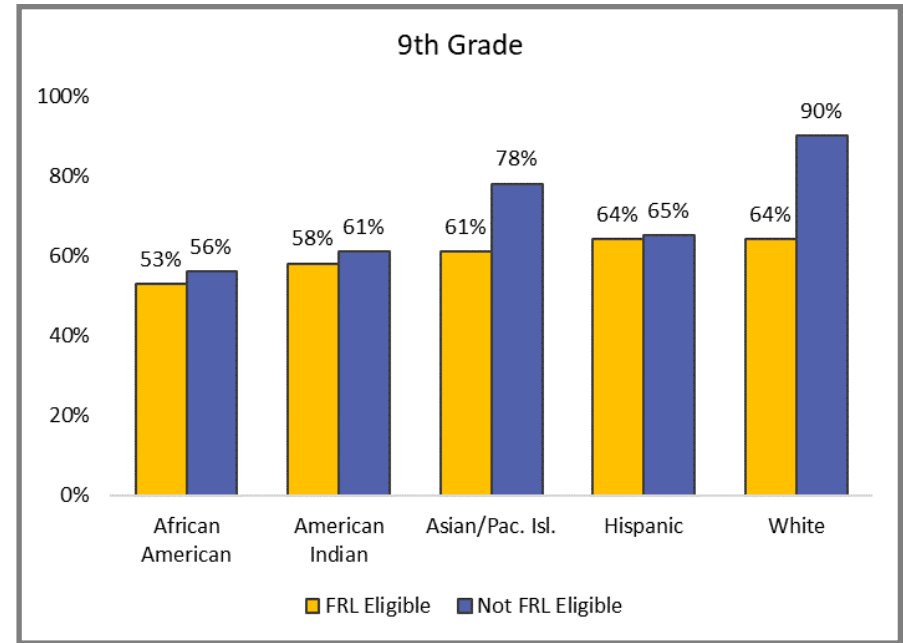
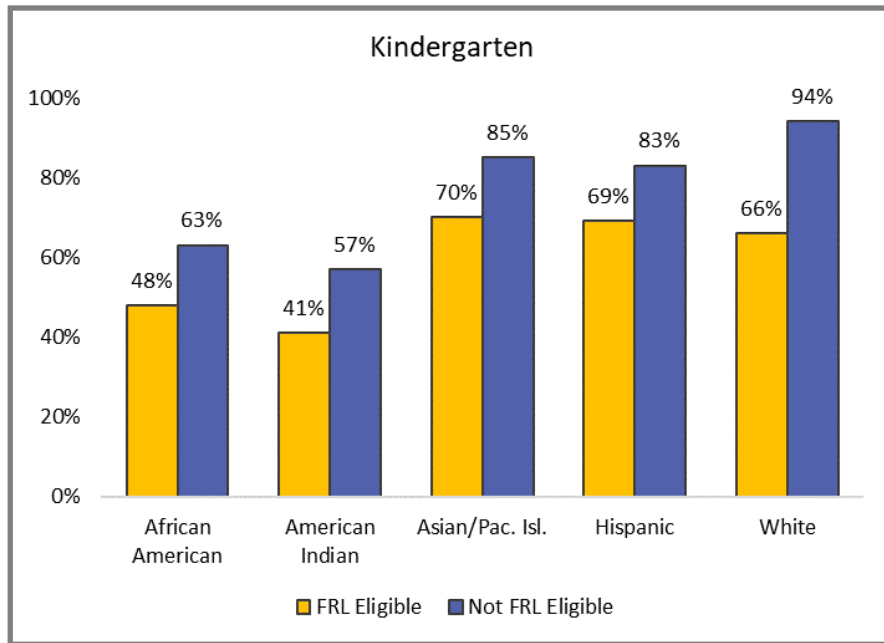
Appendix—Family Survey Data: Qualitative Themes

Other Factors that Influence Families' School Choice

Theme (Count)	Sub-Theme (Count)
Culture, climate, and relationships (829)	School culture/climate (221)
	Welcoming/friendly atmosphere/community (163)
	Diversity (161)
	Relationships/Sibling attendance (144)
	Parent/community involvement (73)
	Cultural competence/relevance (67)
Academics (635)	Quality instruction/teachers (273)
	Well-rounded programming (194)
	Academic achievement/rigor (168)
Location (569)	Location/Transportation (569)
Programming (429)	Out-of-school-time activities/childcare (165)
	Specialized programming (122)
	Advanced learner opportunities/coursework (96)
	Special education services (46)
Theme (Count)	Sub-Theme (Count)
Other (355)	Other (174)
	School administrators (95)
	Reputation of the school/ word of mouth (86)
School Logistics (312)	Class/school size (116)
	Start and end time (110)
	Budget/resources (34)
	Grade configuration (26)
	Facilities (26)
Pathway & Placement Process (46)	Pathway (30)
	Student placement process (16)

The tables here show the themes that respondents to the family survey mentioned most often in response to the question: “What else influences your family’s decision about which school(s) your child(ren) attend(s)?” Evaluators analyzed each response and placed them into themes and sub-themes. The count is the number of times that a response mentioned that theme and sub-theme. One response could include more than one theme or sub-theme.

Appendix—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%

The data shown above represent all students in the given grades who were officially enrolled in MPS schools for the 2017, 2018, and 2019 school years.

A student is considered to have participated in the school request process if they or their family submitted a placement request card prior to the student placement lottery being run in March of the corresponding school year.

Appendix—Student Accounting Data: Seats Filled at a School

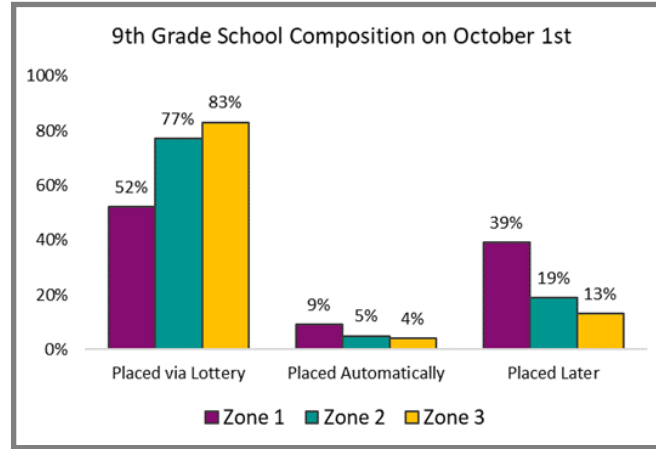
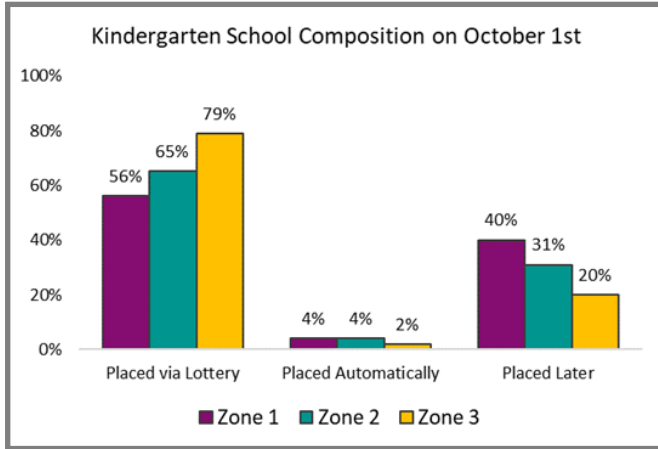
Schools in Zone 3 were requested at higher rates and filled more of their available seats through student first choice requests compared with the rest of the district, and schools in Zone 1 had the lowest request rates and percentage of seats filled via lottery requests. This pattern held true across 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										
		Total Seats Available	First Choice Requests				Second Choice Requests			
			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%

Kindergarten Only Seat Requests and Placements by School Zone and Type										
		Total Seats Available	First Choice Requests				Second Choice Requests			
			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%

The data shown above represent all students in the given grades who submitted school request forms before the placement lottery was run in March for the 2017, 2018, and 2019 school years. “Total Seats Available” refers to the number of seats set aside at each school for the given grade, as determined by student enrollment and staffing projections. “Number Placed” and “Seats Filled by Placement” refer to the number of students placed via the lottery results.

Appendix—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.

School Composition on October 1st by Zone and Grade								
		Total Students Enrolled Oct 1	Placed via Lottery		Placed Automatically		Placed Later	
			% 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

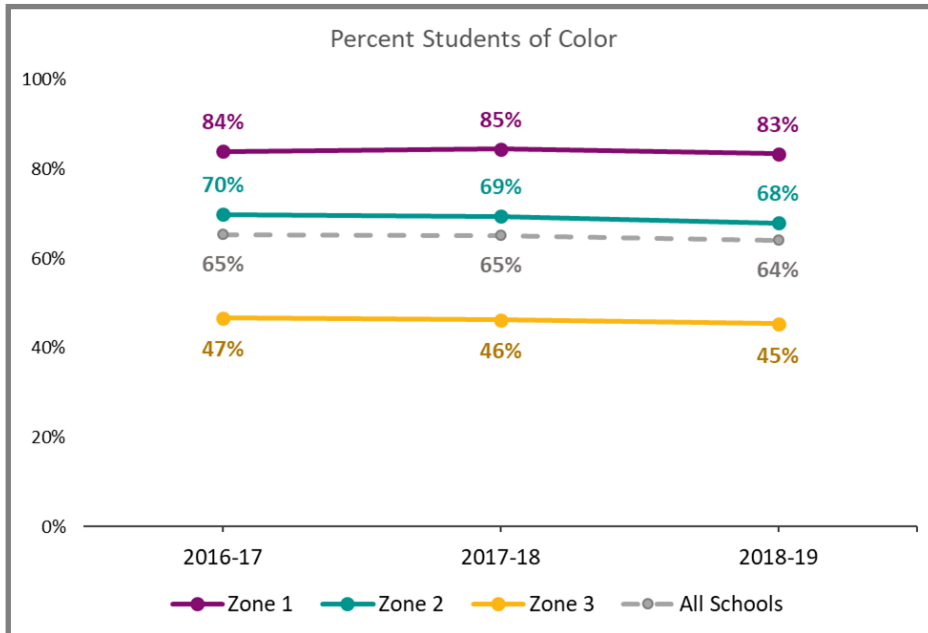
Kindergarten Only School Composition on October 1st by Zone and School Type								
		Total Students Enrolled Oct 1	Placed via Lottery		Placed Automatically		Placed Later	
			% of Enrolled Students	# of Students	% of Enrolled Students	# of Students	% of Enrolled Students	# of Students
Zone 1	Community	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

Appendix—Enrollment Data: Over- vs. Under-Enrollment

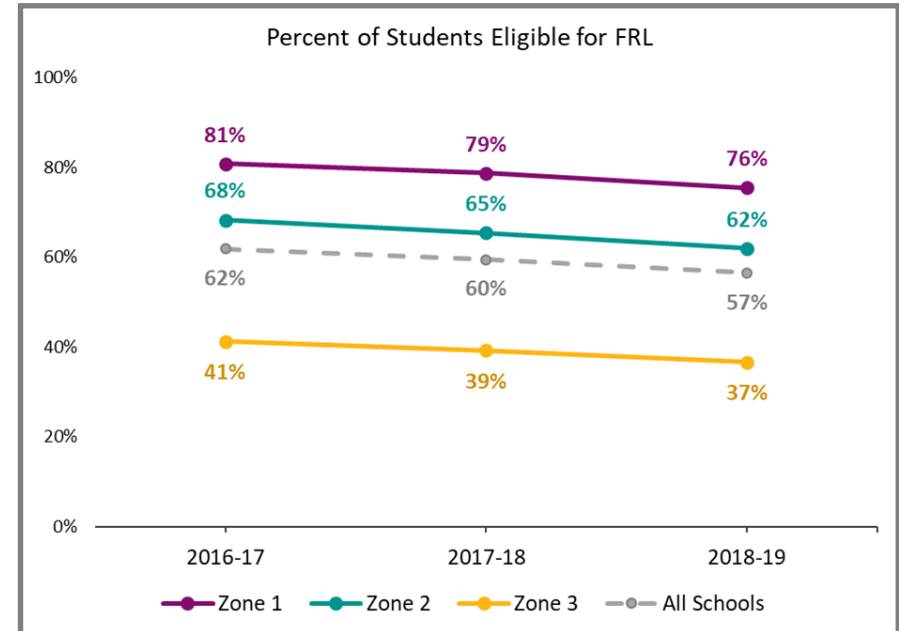
Current average percent enrollment to capacity (i.e. number of students enrolled compared to school buildings' capacities). *Note: the data in this table come from the 2019-20 MPS Boundary Study; high schools were not included in that study.*

	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%

Appendix—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.

Appendix— Minnesota Department of Education Data: 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

