

Minneapolis Public Schools

Comprehensive District Design



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

What is it?

MPS The Comprehensive District Design examines and makes recommendations on how MPS educates students, how the school system works to meet the needs of underserved populations, and how we ensure that resources are available to meet our goals.



Why is it needed?

MPS's current structure deprives a significant number of students — especially students of color and low-income students — of a well-rounded education.

What does it have the potential to do?



Eliminate longstanding policies and practices that disadvantage students of color and low-income students



Ensure MPS follows new federal law about student access to effective teaching



Increase achievement through more equitable access to rigorous and relevant coursework

When will it happen?

April 2020

Board will vote on major parts of the design.



2021 and 2022 school years

Changes in recommended school pathways or boundaries unless urgently required before this time.

How can I be involved?

- Attend community meetings planned for January and February 2020
- Attend, livestream or watch recordings of Board meetings
- Send feedback via the link mpls.k12.mn.us/cdd
- Talk to your school principal



Five Models for Community Feedback

Model 1

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

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

Model 2

Community schools with centralized magnets and Spanish bilingual strand programming:

- December study, with magnet programs at Jefferson and Andersen swapped (consistent in models 2-5)
- Grade configurations of K-5, 6-8
- Spanish bilingual strand programming at up to three select community schools (all students welcome and designed to meet the needs of the community)

Model 3

Community schools with centralized magnets and the addition of a third K-5 Spanish dual language (immersion) magnet:

- December study, with magnet programs at Jefferson and Andersen swapped
- Grade configurations of K-5, 6-8
- Third K-5 Spanish dual language (immersion) magnet

Model 4

Community schools with centralized magnets, Spanish bilingual strand programming, and limited K-8 magnets:

- Grade configurations of K-5 and 6-8 at community schools
- Grade configurations of K-5, 6-8 and limited K-8 at magnet schools
- Spanish bilingual strand programming at up to three select community schools (all students welcome and designed to meet the needs of the community)

Model 5

Community schools with centralized magnets, a third K-5 Spanish dual language (immersion) magnet and limited K-8 magnets:

- Grade configurations of K-5, 6-8 at community schools
- Grade configurations of K-5, 6-8 and limited K-8 at magnet schools
- Third K-5 Spanish dual language magnet

Magnet Sites

Model 1	The following are the K-5, 6-8 and K-8 magnets in our current structure.					
	Open	Urban Environmental	Arts	IB (PYP)	Dual Language Immersion (Two Way)	Montessori
	Marcy - K-8 Barton - K-8	Dowling - K-5	Folwell - K-8 Sheridan - K-5	Hall - K-5 Bancroft - K-5 Whittier - K-5	Sheridan - K-5 Emerson - K-5 Windom - K-5 Anwatin - 6-8	Seward - K-8 Armatage - K-5

Model 2	Model 2 includes magnets as presented in December with a swap of Andersen's and Jefferson's programming, and Spanish bilingual strand programs in community schools with the highest concentrations of Spanish home language students.				
	S.T.E.M.	Arts	S.T.E.A.M.	Dual Language Immersion (Two Way)	Montessori
	Hall - K-5* Sullivan - K-5	Bethune - K-5 Marcy - K-5**	Franklin - 6-8 Andersen - 6-8	Sheridan - K-5 Emerson - K-5 Jefferson - 6-8	Seward - K-5

Model 3	Model 3 includes the addition of a third K-5 Spanish dual language (immersion) magnet at Green Central.				
	S.T.E.M.	Arts	S.T.E.A.M.	Dual Language Immersion (Two Way)	Montessori
	Hall - K-5* Sullivan - K-5	Bethune - K-5 Marcy - K-5**	Franklin - 6-8 Andersen - 6-8	Sheridan - K-5 Emerson - K-5 Green - K-5 Jefferson - 6-8	Seward - K-5

Model 4	Model 4 includes two K-8 magnet programs and Spanish bilingual strand programs in community schools with the highest concentrations of Spanish home language students				
	S.T.E.M.	Arts	S.T.E.A.M.	Dual Language Immersion (Two Way)	Montessori
	Hall - K-5* Sullivan - K-8	Bethune - K-5 Marcy - K-5**	Franklin - 6-8 Andersen - 6-8	Sheridan - K-5 Emerson - K-5 Jefferson - 6-8	Seward - K-8

Model 5	Model 5 includes two K-8 magnet programs and the addition of a third K-5 Spanish dual language (immersion) magnet at Green Central.				
	S.T.E.M.	Arts	S.T.E.A.M.	Dual Language Immersion (Two Way)	Montessori
	Hall - K-5* Sullivan - K-8	Bethune - K-5 Marcy - K-5**	Franklin - 6-8 Andersen - 6-8	Sheridan - K-5 Emerson - K-5 Green - K-5 Jefferson - 6-8	Seward - K-8

* Hall is currently PYP | ** Marcy is currently Open

Pros and Cons

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

	Model 1	Model 2	Model 3	Model 4	Model 5
Current Structure	Current Structure	Community Schools with Magnets as studied and strand bilingual programming	Addition of third K-5 Immersion Site	Strand bilingual programming and addition of limited K-8 magnets	Addition of third K-5 Immersion Site and addition of limited K-8 magnets
# of Racially Isolated Schools (RIS)	20	8*	7*	8*	7*
# of Schools over 80% Poverty	13	6*	6*	6*	6*
Sustainability	<p>Close a significant number of schools whose enrollment and other factors do not support the ability to provide a well-rounded education without additional subsidies.</p> <p>Shift resources from non-RIS sites in order to adequately fund RIS schools and schools with high concentrations of poverty</p> <p>Reduce expenses by increasing walk zones, changing attendance areas or boundaries</p>	<p>Savings from community schools and centralized magnets.</p> <p>Cost of adding strand programs results in less funding per magnet school, potentially less investment for smaller walk zones</p>	<p>Greatest potential savings from community schools and centralized magnets.</p> <p>Adding additional magnet school results in less funding per magnet school, potentially less investment for smaller walk zones</p>	<p>Savings from community schools and centralized magnets.</p> <p>Cost of adding strand programs and K-8 programming reduces potential savings for enhancements</p> <p>Likely requires the most investment in programming and transportation as compared to other models</p>	<p>Savings from community schools and centralized magnets.</p> <p>Adding another magnet and K-8 programming results in less funding per magnet school, limited potential for enhancements</p>

Why MPS values community middle schools (grades 6-8)

Lots of research about middle level grades talks about the pros and cons of both K-8 or 6-8 schools in trying to provide the best experience for a middle-level student. However, the current challenge MPS faces regarding improving academic outcomes is not necessarily solved by a K-8 school.

Research acknowledges that in districts where both models can be found, K-8s show no better academic outcomes for students of color or for students who are eligible for Educational Benefits (including free/reduced price lunch). This is, in part, due to the disproportionate number of students of color in the 6-8 structure compared to students of color in K-8 structure within the same school district.

The Comprehensive District Design focuses on creating systemic change to support equitable outcomes for all students. Currently in MPS, K-8 students in grades 6-8, especially students of color, are doing no better than students of color in 6-8 middle schools. The achievement gap both at K-8s and 6-8s persists and has not been decreased by having the K-8 structure. When looking at MPS students of color who attend K-8s, the academic achievement is lower than students who identify as White. The following is one MPS comparison:

Additionally, since some students attend a K-8 school as their community school, it is MPS's obligation to provide a well-rounded education in those schools. That is not possible in the current structure of the school district.

Right now, there is a deep discrepancy between course offerings and variety of courses students have access to in K-8 schools versus 6-8 schools. In general, K-8 offerings are much more limited. Correcting that cannot be solved without larger structural changes to the school system.

MPS believes community middle schools (grades 6-8) are the best way to ensure every student has access to a well-rounded education.

Q1 Course Offerings 2019-2020	Example MPS K-8 School*	Example MPS 6-8 School*
World Language	No Offerings	Intro to Modern Language Arabic 1A Intro to Arabic Arabic 1B Spanish Spanish 7 Spanish 8 Spanish for Spanish Speakers Ojibwe 1
Music	No Offerings	Concert Choir Performance Theater 6-8 Choir Choir 6 Beginner Band Band 6 Concert Band Introduction to Band
Health/Phy Ed	Phy Ed 6 Phy Ed 7 Phy Ed 8 Health 7 Health 8	Phy Ed 6 Phy Ed 7 Phy Ed 8 Health 7 Health 8
Electives	Art 6 Art 7 Art 8 Media Art 6 Media Art 7 Media Art 8 AVID 6 AVID 7 AVID 8	Drama Drama 6 Art Art 6 Digital Skills/Media GTT App Creator GTT Design & Modeling AVID 6 AVID 7 AVID 8

* These are actual class offerings at two schools, but do not represent classes at every K-8 or middle school. Class offerings vary by school. They also vary between magnet and non-magnet K-8s.

Special Education Programming in Magnet Schools

As part of the Comprehensive Design, Minneapolis Public Schools studied what attendance boundaries would be if all elementary schools were K-5 community schools. A common definition of magnet schools was proposed, the magnet schools were named and placed centrally within the District. Magnet Schools are designed as schools with thematic instruction designed to draw students from other parts of the district for purposes of greater student racial and economic integration. Magnet schools may access federal integration dollars, offer transportation more broadly based to an extended attendance area, and may progress in a pathway through middle school.

The Special Education Department has worked to develop equitable programming with access to Magnet Schools and has identified the following ways to ensure that:

Families with students receiving Federal Setting I and II special education services (spending most of their service time in general education) who are interested in a Magnet School will participate in the General Education Lottery.

Families with students receiving Federal Setting III special education services (spending most of their service time in special education) who are interested in a Magnet School experience can participate in a Special Education lottery process. Each of the Magnet schools will provide highly specialized instruction in one of the following disability categories: Emotional or Behavioral Disorder (EBD)/Social Emotional Learning (SEL), Autism Spectrum Disorder (ASD), Coordinated Learning for Academic & Social Success (CLASS) and Developmental Cognitive Disabilities (DCD).

Some Magnet Schools will provide more intensive services for students with social-emotional-behavioral disabilities, allowing schools to keep students in their schools while customizing the student schedule, special education services, and teaching skills in social-emotional-behavioral domain.

When a student transitions from a Federal Setting IV program to a less restrictive school setting, the school options could include a community school, citywide program or a magnet school. These schools are options based on the Individualized Education Program (IEP) and availability. All students will have the ability to attend the nearest community school with openings that meet the services outlined in their IEP.

Federal Setting III Services located in a Magnet School will include:

- Special Education staff trained in the magnet school focus;
- Opportunities for students to participate in general education per each student's IEP;
- Access to magnet focus materials and equipment in the school setting; and
- Highly Specialized Instructional Interventions provided in accordance with the student's IEP.

Special Education Programming in Community Schools

As part of the Comprehensive Design, Minneapolis Public Schools studied what attendance boundaries if all elementary schools were K-5 community schools. As part of the study, the Special Education Department visioned key components of special education programming in a community school:

All community schools would provide Federal Setting I and II special education services. These special education services would focus on four types of special education instruction and intervention:

- Advance Special Education Support Prior to Instruction in General Education
- Accommodations and Modifications in General Education
- Special Education Support and Instruction in General Education
- Specialized Instruction and Interventions in Special Education

Some community schools would have Federal Setting III Citywide Special Education Classrooms. These classrooms would provide highly specialized instruction in one of the following disability categories: Emotional or Behavioral Disorder (EBD)/ Social Emotional Learning (SEL), Autism Spectrum Disorder (ASD), Coordinated Learning for Academic & Social Success (CLASS) and Developmental Cognitive Disabilities (DCD). Students needing a Federal Setting III Citywide Special Education classroom, would attend the classroom closest to their community school with services available to meet their IEPs or participate in the magnet school special education lottery process.

Some community schools would provide more intensive services for students with emotional-behavioral disabilities special education needs, allowing schools to keep students in their community school while customizing the student schedule, special education services, and teaching skills in a social-emotional-behavioral domain.

All MPS schools have School Social Workers on site and an assigned School Psychologist. All schools provide related services as identified in students' IEPs in the areas of: Speech Language, Occupational/Physical Therapy and Developmental Adaptive Physical Education (DAPE),

Visiting staff specialists are available districtwide in the areas of Physical Health Impairments (PI), Deaf Hard of Hearing (DH/H), Blind or Visually Impaired (BVI), Music Therapy.

All Community School special education programming has the following components:

- Assessment and Evaluation by Special Education Professional
- Standards-based Individual Education Planning
- Specialized Instruction and Intensive Interventions
- Progress Monitoring of Student Goals and Objectives
- Fidelity Checks on the Use of Interventions

Why MPS values Dual Language Bilingual Education

The Comprehensive District Design provides a unique opportunity to combine all strands of dual language programming into one program, called Dual Language Bilingual Education (DLBE), for a more sustainable future that reflects the linguistic and cultural assets of our MPS community.

DLBE includes One-Way Dual Language programs (OWDL), Two-Way Dual Language programs (TWDL, also known as Two-Way Immersion programs), and Transitional Dual Language programs (TDL)

These programs enrich our district through:

- High levels of academic achievement
- Focusing on students and families by preserving culture, helping them become bilingual, and providing future workforce opportunities
- Teachers and staff that reflect our linguistically and culturally diverse student body
- Sustainability for today and beyond

Many MPS students whose home language is Spanish are enrolled in dual immersion programs to continue their native language learning over and above their legally required English Learner (EL) services. Dual Language Bilingual Education helps them maintain their first language, which is best practice with English Learners and a value of MPS, while also increasing their understanding and proficiency in English.

DLBE can be the focus of an entire magnet school or available within a “strand program” -- which is a smaller program within a larger community school. There are costs associated with either approach, as well as benefits and drawbacks. Regardless of which approach is taken, MPS will continue to provide EL services at every school. MPS believes all EL students deserve access to quality instruction and affirmation of their language and culture in their community school.

In DLBE full-school magnet sites, not only do native Spanish speaking students benefit from native language development and English acquisition, native English speakers also benefit from a cultural and linguistic immersion. This aligns to MPS values of global education and assets our diverse students bring to MPS.

Why MPS values Career Technical Education (CTE) for all students

MPS believes every student deserves access to rigorous and relevant Career and Technical Education (CTE) so that they can achieve their goals and find success once they graduate. CTE opportunities mean MPS graduates are well prepared for whatever they take on after high school, whether they head to college, a trades program or straight into the workforce.

CTE provides MPS students with the opportunity to immerse themselves in professional studies related to their personal career interests while preparing them for career success in the Twin Cities ever-evolving high tech, high skill, local/global economy. The program provides the opportunity for MPS students to explore and gain college credit and industry-specific certifications aligned with immediate and future workforce needs of the Twin Cities metro.

Currently, CTE programming is unevenly distributed throughout MPS. This means not all MPS students have access to CTE programming. Providing a well-rounded education means guaranteeing access to CTE for all students.

MPS cannot afford to build or lease space for a new CTE center. So, to centralize CTE programming to give more equitable access, MPS identified and studied where existing space in schools could be used. The following locations were identified based on space, existing infrastructure and MPS's commitment to increasing programs in North Minneapolis:

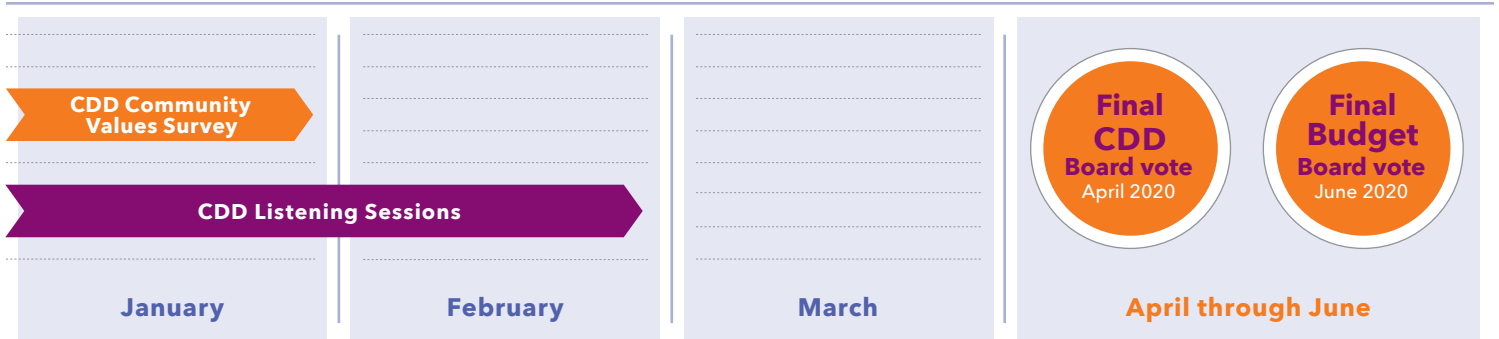
- North High School, which would host the North Tech Center
- Roosevelt High School, which would host the South Tech Center
- Edison High School, which would host the Northeast Tech Center

Each Tech Center will embrace citywide access by removing systemic barriers that prevent all students from taking CTE programming. Tech Centers will provide MPS high school students with opportunities to explore their career interests while preparing them for success in the ever evolving high-tech, high-skill local/global economy. Students will also be able gain industry-specific certifications and college credit that match the workforce needs of the Twin Cities and beyond.

The North Tech Center will include career pathways in Computer Science (such as coding and cybersecurity), Engineering and Robotics, as well as Web & Digital Communications. The South Tech Center will include career pathways in Automotive, Construction, Welding, and Healthcare. The Northeast Tech Center will include Business, Law & Public Safety, and Agriculture. Any student choosing to pursue the International Baccalaureate Career Programme (IBCP) certificate will be able to meet the requirements at either location.

An introductory career exploration option will remain at all high schools. Transportation to and from the Tech Centers during the school day will be provided by an MPS shuttle system and/or Metro Transit. Due to infrastructure upgrades and space requirements, the North Tech Center would not be available until the 2022-23 school year at the earliest. The South Tech Center will undergo infrastructure upgrades but can continue with proposed offerings. The Northeast Tech Center infrastructure upgrades are under review.

Comprehensive District Design (CDD) Timeline



January 2020	
	CDD Community Values Survey
	Districtwide CDD Listening Sessions
14	Board Meeting • Opportunity for public comment
28	Board Committee of the Whole Meeting

February 2020	
	Districtwide CDD Listening Sessions
11	Board Meeting • Opportunity for public comment

March 2020	
5	Board Committee of the Whole Meeting
10	Board Meeting • Opportunity for public comment
24	Board Committee of the Whole Meeting • First read of CDD proposal and Board Discussion

April 2020	
14	Board Meeting - Final Vote • Final Board vote on CDD proposal • Opportunity for public comment
28	Board Committee of the Whole Meeting

May 2020	
12	Board Meeting • Proposed 2020-2021 budget reviewed • Opportunity for public comment
26	Board Committee of the Whole Meeting

June 2020	
9	Board Meeting - Final Vote • Final Board vote on 2020-2021 budget • Opportunity for public comment

To learn more about the CDD visit our website
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