Integration & School Choice in MPS

September 2019
Greatness is telling the truth & being courageous in pursuit of justice. The worst thing you could tell young people is to be successful but become well-adjusted to an unjust status quo as opposed to being great & being maladjusted to an unjust status quo.

— Cornel West —
Competing Values

Difference principle
Entitlement principal

Redistribution of wealth
Just acquisition

Inequalities only justifiable if the promote welfare of least advantage
Justice as fairness

Interrupting structural inequalities
Choice and voluntary transfers

Justice as liberty

No involuntary transfer of wealth
Key Milestones in Choice and Integration

1954 Brown vs. Board of Education
1964 Civil Rights Act
1968 Green vs. County School Board of New Kent County
1969 Swann vs. Charlotte –Mecklenburg
1972 Earl Larson declares Minneapolis schools must integrate after deciding Minneapolis had “intentionally” and “deliberately” kept students segregated (11,000 students bused)
1983 Judge Larson releases Minneapolis from Federal Supervision. MDE must enforce integration guidelines
1988 Open enrollment Law
1990-2000 Student of color and Free and Reduced enrollment increases from 43 to 66 percent
1995 NAACP lawsuit
1999 MDE desegregation rule: Beginning of integration revenue and Choice is Yours Program (students bused to suburban schools)
2003 Forty six percent of Minneapolis Schools report student bodies that are 81 percent to 100 percent non-white
2007 Race cannot be the sole factor in assigning students to schools. Districts may continue voluntary efforts including school choice and magnet programs
2015 Cruz- Guzman vs State of Minnesota argues that state has enabled racial segregation in the seven-county metro area by allowing single race charter schools and letting families enroll outside of their assigned schools and school districts

Overview: Current State

• Mirroring a national problem in urban education, MPS faces significant internal and external challenges in providing a well-rounded, high-quality educational experience for all students, especially historically underserved students.

• At the root of these issues is school segregation due to community segregation, as well as high levels of family choice within and outside of the district. Participation in the choice process itself is not equal and is influenced by race, income and levels of family engagement. This leads to concentrations of poverty and inequitable learning conditions for students.

• In addition, a teacher and student belief gap exists that is identifiable by low expectations and underestimation of social and emotional skills.
Overview: Current State

- These challenges are compounded by systems that perpetuate decreased stability and quality of staff in high need schools.

- Teacher preparation programs are not consistently preparing teachers for the challenges of working in MPS and the teacher pipeline is predominately white.

- Experienced teachers tend to move into wealthier schools, creating turnaround and vacancies at higher-needs schools that tend to be filled by less-experienced educators.

- MPS is taking the lead nationally in transparently addressing these issues, including through the comprehensive design process.
Impact of Compounding Systemic Challenges

CITY, STATE, & DISTRICT

- Segregated Communities
- School Choice
- Under-enrollment
- Destabilized Communities
- Concentrations of Poverty

DISTRICT & TEACHER PREPARATION

- Teacher Turnover
- Lack of Teacher Diversity
- Belief Gap
- Varied Training

Unequal distribution of teachers

Inequitable Access to Effective Instruction
The majority of white MPS students are proficient in reading, while the majority of students of color are not.
What is Relationship Between Race, Income and Achievement?
35% of our schools serve over 80% students of color and free and reduced lunch (FRL) eligible students.
### Challenges

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

Percent of students identifying as African American

Percent of students identifying as White

Dark Blue represents highest proportion
Income and Language by Community

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

Percent of students learning English

Dark Blue represents highest proportion
MPS Choice: Magnet and Specialty Schools
Current State of Integration and Choice in MPS

- Housing segregation and choice has contributed to deep concentrations of poverty and pockets of underachievement.

- Choice has unintentionally contributed to racial, economic, and parent flight that exacerbates concentrations of poverty.

- MPS loses 5,000 students per year to open enrollment in other districts.

- MPS loses an additional 5,000 students per year to charter schools.

- Lowest enrollment is on the northern borders of the district.
For every one student gained, MPS loses 22 students through school choice.

<table>
<thead>
<tr>
<th>City</th>
<th>Students gained per each student lost</th>
<th>Students lost per each student gained</th>
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</thead>
<tbody>
<tr>
<td>Minnetonka</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Corno</td>
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<td>Mahtomedi</td>
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<td>Edina</td>
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<td>Burnsville</td>
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<td>-5</td>
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<td>Eastern Carver County</td>
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<tr>
<td>Shakopee</td>
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<td>-5</td>
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<tr>
<td>Central (Carver County)</td>
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<td>-8</td>
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<tr>
<td>Minneapolis</td>
<td>-22</td>
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</table>

Source: Star Tribune analysis of Minnesota Department of Education data. Created with Datawrapper.
Lowest Enrollment on North Borders
Minneapolis Public School Market Share

- Loss of student market share to charter schools and open enrollment perpetuates racial isolation

- MPS has lowest market share in North and Northeast (between 40%-60% of students living in these areas attend MPS schools)

- Market share is highest in South Minneapolis, which has higher proportions of white and wealthier students (more than 75%)
Magnet Schools Locations

Current Magnet Schools

Current Specialty Schools
Nearly one third of MPS magnet schools lost students of color from 2013 to 2017, while gains at others were inconsistent or minimal.
### Demographic Changes Over Time

<table>
<thead>
<tr>
<th>School Name</th>
<th>N</th>
<th>SOC</th>
<th>FRL</th>
</tr>
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<tbody>
<tr>
<td>Bethune</td>
<td>314</td>
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<td>Pillsbury</td>
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<td><strong>MPS Grades K-8 Total</strong></td>
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All figures reflect active enrollment in Discovery at the End of each Academic Year.
Belief Gap
Belief Gap

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

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

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

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

Prepared for school

Planned ahead to get homework done

Worked on a goal I had for self!
Teacher Preparation
Teacher Preparation: Challenges

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

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

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

The vast majority of new teacher candidates are white and there are **limited teacher candidates of color**, especially in hard to fill areas.
New teachers are too often **underprepared to teach in MPS classrooms**.

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

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

The MPS teacher workforce does not represent the racial diversity of its students.
Increasing racial, linguistic, socio-economic and gender diversity has **positive effects** for all students including increases in:

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

This is more pronounced effect when teacher and student share same characteristics of identity.
Recent studies found:

- Low income, black male students who have one black teacher during 3-5\textsuperscript{th} grade had 39\% decrease in high school dropout rate and 29\% increase in desire to attend 4-year college.

- Black teachers are less likely than white teachers to perceive Black students’ behavior as disruptive.
MPS has increased teachers of color but progress has been incremental.
If all variables remain constant, including improved rates in hiring, only marginal changes to teacher diversity will occur.
Teacher Effectiveness & Distribution
Teacher Effectiveness and Distribution

Research shows:

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

• If students have a high-performing teacher one year, they will enjoy the advantage of that good teaching in future years
• The negative effects of a poor-performing teacher on student achievement persist through three years of high-performing teachers
• Low-achieving students are more likely to be in classrooms with lower performing teachers
Schools with a greater percentage of students of color, students who qualify for free/reduced price lunch, and students not proficient in reading tend to have:

- Higher turnover in teachers
- Increased number of late hires
- Less experienced teachers
- Higher rates of placement of teachers
Teacher Effectiveness and Distribution

MPS schools with a larger percentage of students qualifying for free and reduced lunch often see increased teacher attrition levels.
MPS teacher applicant effectiveness decreases as schools increase in % of students of color, free or reduced price lunch, and lower proficiency in reading.
Teacher Effectiveness and Distribution

Total MPS teacher applicants decrease as schools increase in % of students of color, free or reduced price lunch and lower proficiency in reading.
MPS teacher applicant experience decreases as schools increase in % of students of color, free or reduced price lunch, and lower proficiency in reading.
MPS teacher experience decreases as schools increase in % of student that qualify for free or reduced price lunch.
Teacher Effectiveness and Distribution

Student growth on average increases as median years of teacher experience increases at a school.
Teacher Effectiveness and Distribution

Through the Interview and Select Process:

• Proportionally, teachers tend to transfer out of hard-to-staff schools and schools labeled as needing Comprehensive Support, Targeted Support, or Support through the MN Department of Education’s North Star accountability system.

• On average, more experienced teachers tend to apply to schools with lower proportions of students of color, students receiving free/reduced price lunch, and students not proficient in reading.

• On average, hiring managers have significantly more teachers to select from for a given vacancy at sites with lower populations of students of color, students receiving free/reduced price lunch, and students not proficient in reading.
Equitable distribution of teachers at the district level also exists at the school level. On average, MPS students of color are taught by less experienced and less effective teachers. This trend is also apparent at the school level:

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

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

<table>
<thead>
<tr>
<th>Segregated Communities</th>
<th>Reduce concentration of poverty in schools below 80% by internally adjusting placement protocols and externally limiting enrollment outside district. Support structures for integrated communities and partner with the City of Minneapolis on affordable housing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Enrollment</td>
<td>Utilize specialty schools to increase community investment in thematic instruction and prevent racial and economic flight</td>
</tr>
<tr>
<td>Magnet School Outcomes</td>
<td>Centralize magnet schools and increase demand through additional investments, scarcity, and convenience</td>
</tr>
</tbody>
</table>
| Belief Gap              | Hire equity coaches and implement of Anti-bias curriculum  
|                         | Provide additional and ongoing professional development with clear scope and sequence for desired attributes  
|                         | Communicate best practices and successes of like schools (Priming) |
| Teacher Diversity & Quality | Continue and explore innovative and proven approaches to teacher preparation  
|                         | Deepen MPS partnerships and alignment with teacher preparation |
| Inequitable Distribution of Quality Instruction | Negotiate contract language, including a proposal to limit interview and select to one round to reduce turnover  
|                         | Develop and launch Teacher Equity Plan |
Next Steps

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

| District Comprehensive Design | Placement protocols and boundary studies  
|                             | Magnet school strategy  
|                             | Predictable Staffing  
| World’s Best Workforce/Teacher Equity Plan | Examine which teachers teach at which schools, how students placed with teachers within schools (scheduling) and how students are placed at schools  
|                             | Engage stakeholders, especially teachers and principals, in the Teacher Equity Plan development  
| Contract Language | Identify and negotiate contract language that incentives reduced turnover and equitable distribution of high-quality instruction  
| EDIA Process | Identify improvements to student placement processes and revise district policies that perpetuate inequities  
| Funding Structures | Staffing changes  
|                             | Academic funding changes to address inequities  
|                             | Align integration plan to identified needs  