Community Listening & Info Sessions

January/February 2020
Agenda

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

- Keep all MPS students at the center of the dialogue
- Contribute to maintaining a safe, welcoming and respectful environment
  - Place your cellphone on silent
  - Use discretion in livestreaming; individuals have right to privacy
  - Acknowledge and embrace a multilingual environment
- Be open to possibilities and be aware of how our lived experiences shape our understanding
- Seek help and support from MPS staff when needed
Video
Designing for Comprehensive Systems Change
December 2017: Began comprehensive design with system-wide assessment
November 2018: Presented Human Resources EDIA and response to findings
April 2019: Presented and engaged around initial CDD proposal
September 2019: Presented new focus of Comprehensive Design
September 2019: Presented data and held discussion on integration
October 2019: Presented initial academic plan to support CDD goal of well-rounded education
October 2019: Board vote on values to guide continued direction of CDD
November 2019: Presented Phase 1 of Boundary Study
November 2019: Presented School Choice EDIA findings and recommendations
December 2019: Presented Phase 2 of Boundary Study
Ongoing work on three pillars of CDD: academics, equity and sustainability
Ongoing feedback and engagement to inform models and final proposal
Boundary Studies & Modeling
Strategically place magnets in center of district for **equitable access to innovative and integrated magnet programming**

- **Decrease number of schools** with modeled populations **above 80% poverty** to support academic achievement and equity
- **Decrease number of schools** with modeled populations **above 86% students of color or white** to support integrated learning
- **Provide structure** that supports well-rounded education for all students
What will my student gain by going to their community school?

• Access to rigorous instruction without traveling to another area of city
• Access to highly-trained teachers, specifically in literacy and math instruction
• Access to curriculum that represents our students and builds on their cultural assets
• Increased academic intervention and acceleration opportunities for all students
• Access to a well-rounded education
• Access to social emotional learning equitably incorporating culture and values of community/neighborhood
What academic outcomes are expected from moving to Community Schools?

• Increased academic achievement as students are valued for who they are
• Increased literacy and math outcomes for all students as intervention and acceleration provided more equitably

How will the above happen?

• Consistent professional development for all teachers in social emotional learning, restorative practice and culturally-sustaining practice
• Consistent communication and partnership with families about student progress
• Community engagement at every school that informs teaching and learning of students each and every day
Dual Language Bilingual Education (DLBE) reflects linguistic and cultural assets of Minneapolis and enriches our district through:

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

CDD models represents two types of DLBE:

- Dual Language programming strand within a community school
- Full school dual language (immersion) magnet
Data shows that attending racially diverse schools is beneficial to all students. Racial integration increases achievement among students of color, rather than decreasing achievement of white students.

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

**Civic and Social Emotional Benefits**
- Reductions in racial bias
- Greater satisfaction with school
- Improved intellectual self-confidence
- Enhanced leadership and perspective-taking skills
- Increased sense of civic engagement
- Seeking of diverse and integrated settings later in life
Magnet schools are defined as:

- schools with thematic instruction
- create greater student racial and economic integration
- receive access to federal integration dollars
- offer transportation outside community school boundaries
- may progress in a pathway through middle school
Accessibility to greater numbers of students through placement in buildings already located near district's geographic center, reducing long bus commutes across the city

Capacity of facility and surrounding community schools to serve area students

Reduction in number of magnets to reduce transportation complexity and maximize resources for investment

Placement of types of magnets stakeholders most preferred: STEM/STEAM, Arts, Spanish immersion/Language and Culture, and Montessori

Grade configurations of primarily K-5 and 6-8, because MPS cannot consistently provide a well-rounded middle school experience within K-8 structure
Maps/Assumptions for Magnets

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

Current (2019-20) Magnets

One Model for Magnets

Zones
- Zone 1
- Zone 2
- Zone 3

School Types
- Elementary Magnet
- Middle School Magnet
- K - 8 Magnet
- Non-Magnet
MODEL 1

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

- Limiting Title I and other federal grants to schools with high concentrations of poverty
- Limiting enrollment in oversubscribed schools
- Boundary changes in certain attendance areas
- Increasing how far students walk to school
- Closing significant number of schools whose enrollment and other factors do not support ability to provide a well-rounded education without additional subsidies
MODEL 2
Community Schools with Centralized Magnets and Strand Bilingual Programming

a. December study, with Magnet programs at Jefferson and Andersen swapped (consistent in models 2-5)
b. Grade configurations of K-5, 6-8
c. Strand Dual Language Bilingual Education programs at up to three select Community Schools
Five Models for Community Feedback

MODEL 3
Community Schools with Centralized Magnets and the addition of a Third K-5 Spanish Dual Language (Immersion) Magnet

a. December study, with Magnet programs at Jefferson and Andersen swapped
b. Grade configurations of K-5, 6-8
c. Third K-5 Spanish Dual Language (Immersion) Magnet
MODEL 4
Community Schools with Centralized Magnets, Strand Dual Language Bilingual Programming, and Limited K-8 Magnets

a. Grade configurations of K-5 and 6-8 at Community Schools
b. Grade configurations of K-5, 6-8 and limited K-8 at Magnet Schools
c. Strand Dual Language Bilingual Education programs at up to three select Community Schools
MODEL 5
Community Schools with Centralized Magnets, a Third K-5 Spanish Dual Language (Immersion) Magnet, and Limited K-8 Magnets

a. Grade configurations of K-5, 6-8 at Community Schools
b. Grade configurations of K-5, 6-8 and limited K-8 at Magnet Schools
c. Third K-5 Spanish Dual Language (Immersion) Magnet
Magnet Sites: Model 1

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

<table>
<thead>
<tr>
<th>OPEN</th>
<th>Urban Environmental</th>
<th>ARTS</th>
<th>IB (PYP)</th>
<th>DUAL LANGUAGE Immersion (Two Way)</th>
<th>MONTESSORI</th>
</tr>
</thead>
</table>

*Sheridan has both Spanish Dual Language and Arts programs

*Sheridan has both Spanish Dual Language and Arts programs
Magnet Sites: Model 2

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

<table>
<thead>
<tr>
<th>STEM</th>
<th>ARTS</th>
<th>STEAM</th>
<th>DUAL LANGUAGE Immersion (Two Way)</th>
<th>MONTESSORI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Andersen – 6-8</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Emerson – K-5</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Jefferson – 6-8</td>
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*Hall is currently PYP

*Marcy is currently Open
Model 3 includes addition of a third K-5 Spanish Immersion Magnet at Green Central.

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<tr>
<td></td>
<td>*Marcy is currently Open</td>
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<td>Green – K-5</td>
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<tr>
<td></td>
<td>*Hall is currently PYP</td>
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<td>Jefferson – 6-8</td>
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*Hall is currently PYP
Model 4 includes two K-8 Magnet programs and Spanish bilingual programs in Community Schools with highest concentrations of Spanish home language students.

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<tr>
<td>Hall – K-5</td>
<td>Bethune – K-5</td>
<td>Franklin – 6-8</td>
<td>Sheridan – K-5</td>
<td>Seward – K-8</td>
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*Hall is currently PYP

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Magnet Sites: Model 5

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

<table>
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<td></td>
<td></td>
<td></td>
<td>Jefferson – 6-8</td>
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STEM/STEAM Magnet Possibilities

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

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

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

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

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

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

- Citywide special education programming
- School-based allocations
Move classrooms equitably, to be closer to where students live rather than where space is available in schools.

Redesign special education programming at magnets.

Provide citywide special education programming at sites in closer proportion to need.
Community Middle School Feeder Sites

Models 2 and 4: left
Models 3 and 5: right
High School Feeder Sites
## Pros and Cons of Five Models

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<th>Model 3</th>
<th>Model 4</th>
<th>Model 5</th>
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<tr>
<td>Current Structure</td>
<td>Community Schools with Magnets as studied and strand bilingual programming</td>
<td>Addition of third K-5 Immersion Site</td>
<td>Strand bilingual programming and addition of limited K-8 magnets</td>
<td>Addition of third K-5 Immersion Site and addition of limited K-8 magnets</td>
</tr>
<tr>
<td><strong># of Racially Isolated Schools (RIS)</strong></td>
<td>20</td>
<td>8*</td>
<td>7*</td>
<td>8*</td>
</tr>
<tr>
<td><strong># of Schools over 80% Poverty</strong></td>
<td>13</td>
<td>6*</td>
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*Racial and economic isolation in modeled magnets will be controlled by placement protocols*
## Pros and Cons of Five Models

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<th><strong>Sustainability</strong></th>
<th><strong>Savings from community schools and centralized magnets.</strong></th>
<th><strong>Greatest potential savings from community schools and centralized magnets.</strong></th>
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<td>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.</td>
<td>Savings from community schools and centralized magnets.</td>
<td>Cost of adding strand programs results in less funding per magnet school, potentially less investment for smaller walk zones</td>
<td>Cost of adding strand programs and K-8 programming reduces potential savings for enhancements</td>
<td>Adding another magnet and K-8 programming results in less funding per magnet school, limited potential for enhancements</td>
</tr>
<tr>
<td>Shift resources from non-RIS sites in order to adequately fund RIS schools and schools with high concentrations of poverty</td>
<td>Cost of adding strand programs results in less funding per magnet school, potentially less investment for smaller walk zones</td>
<td>Adding additional magnet school results in less funding per magnet school, potentially less investment for smaller walk zones</td>
<td>Likely requires the most investment in programming and transportation as compared to other models</td>
<td></td>
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<td>Reduce expenses by increasing walk zones, changing attendance areas or boundaries</td>
<td></td>
<td>Greatest potential savings from community schools and centralized magnets.</td>
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Sample School Boundary Map with Walk zone
Jenny Lind

- Modeled Walk Zone
- Current Walk Zone
- Modeled Boundary
Prior to Board Vote

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

Following Board Vote

• Review/revise Bell Times
• Finalized walk zones
• Revised placement protocols and lottery rules/designs
• Capital plan to support design
• Finalize school closure criteria
• Grandfathering decisions
• CDD Staffing Plan
Feedback & Questions
Next Steps
Next Steps in the CDD

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

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

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