



Phase 2 Boundary Study Presentation

December 2019

Why a Comprehensive District Design?

- MPS's current structure deprives a significant number of students of a well-rounded education.
- We fundamentally believe that continuing to do nothing, tinker around the edges, and maintain the status quo is unacceptable.
- We want all of our students to be equipped with the knowledge and skills to be successful in three key areas: Academics, Social and Emotional Skills, and Career/Life Experiences.

What Data Tells Us

- Current district design results in persistent, disparate academic outcomes for students predictable by race and income.

MCA Math Proficiency (2018)	MCA Reading Proficiency (2018)	Graduation rates (2018)
White - 77%	White - 80%	White - 87%
Asian - 50%	Asian - 48%	Asian - 87%
Hispanic - 26%	Hispanic - 27%	African American - 61%
African American - 18%	American Indian - 24%	Hispanic - 57%
American Indian - 17%	African American - 22%	American Indian - 37%

Phase 1

At the request of the MPS Board of Education as part of the research related to our Comprehensive District Design, MPS contracted with the company that provides our transportation routing software to conduct a boundary study on the impacts to integration and transportation if all students in grades K-8 attended their community schools.

Phase 1

- School boundaries were drawn to optimize racial and socio-economic integration and reduce transportation complexity.
- Schools were examined as either elementary schools (K-5) or middle schools (6-8) -- with the exception of split campus schools for purposes of this study. High schools were not part of the study because district transportation is provided via Go-To cards.
- The assumption is that all students would attend their community schools, as defined by the boundaries applied through this study.

Results from Phase 1

- Schools over 80% poverty would be reduced by two.
- Racially identifiable schools ([RIS](#)) would be reduced by five. MPS, different from the Minnesota Department of Education, also considers majority white schools racially identifiable.
- Schools under 350 students in Zone 1 would be reduced by two; schools under 350 students would be more equitably spread across Zones 1-3.
- On average, schools' percent of students proficient are projected to increase by four percentage points in math and reading.
- 63% of students would move to a new school. The demographics of students moving is consistent with the demographics of the students in MPS. No one student group is disproportionately affected.

Potential Savings and Impact from Phase 1

- Magnet school placement and bell times has potential to reduce transportation costs by 20%
- Less complex transportation routes positively impact bell times (three tier system), driver shortages, and access to programming (pending EDIA), and delivery of services
- Shorter walk zones as enrollment strategy could support student retention
- Additional investments for potential placement policy EDIA recommendations

Results from EDIA

As a result of the overall finding that **the current system and policies do not effectively, nor consistently, support the district's goals of integrating schools and providing all families with access to meaningful school choice**, the EDIA Committee feels that **larger systemic changes need to be made in order to effectively address the issues uncovered in this project.**

Phase 2

Having reviewed Phase 1 results from the community school boundary study, the MPS Board of Education supported beginning the second phase of the study, which involves adding magnet schools into the study to determine the impacts on integration.

Board Resolution Language around Magnets

“Strategically place, draw boundary areas for, and enroll magnet schools that create integrated school environments without increasing segregation at other schools--any such magnets should be supported and funded accordingly”

-MPS Board of Education October 7th, 2019

Magnet School Definition

Magnet schools are defined 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.

Considerations when placing magnets

- **Accessibility to greater numbers of students** through placement in buildings already located near the geographic center of the district, reducing long bus commutes across the city.
- **Capacity of the facility and surrounding community schools** to serve the number of students in the area.
- **A reduction in the number of magnets** as another means of reducing transportation complexity and to maximize resources for investment.
- **Placement of the types of magnets our stakeholders have told us are most preferred:** STEM/STEAM, Arts, Spanish immersion/Language and Culture, and Montessori
- **Grade configurations of only K-5 and 6-8** -- no K-8 schools. The rationale for this change is that for a variety of reasons MPS cannot consistently provide a well-rounded middle school experience within the K-8 structure.

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%



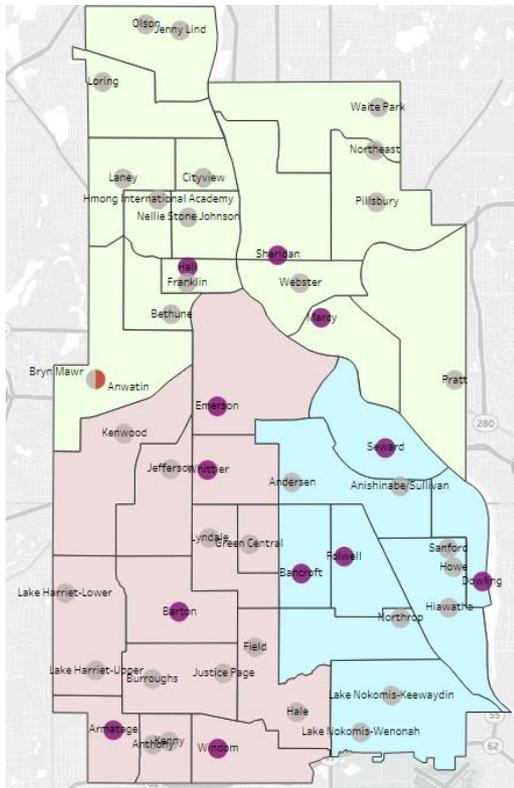
Programs that Parents Would Consider for their Children

	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%

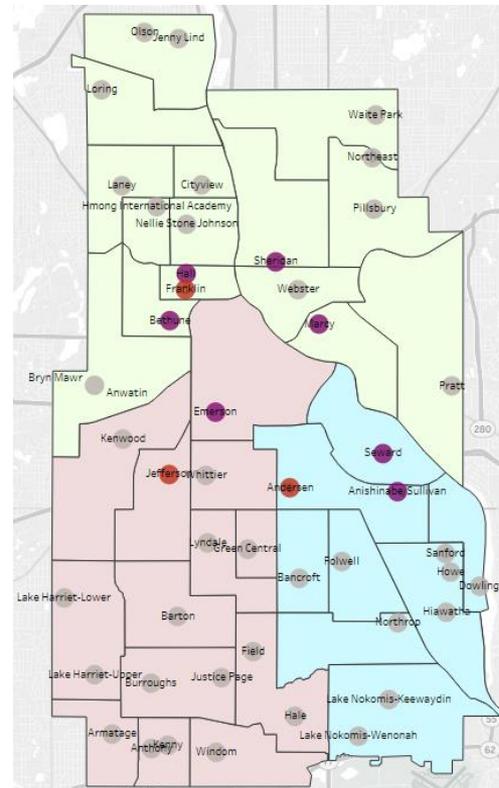


Current vs. Modeled Magnet Sites

Current (2019-20) Magnets



Modeled Magnets



Zones

- Zone 1
- Zone 2
- Zone 3

School Types

- Elementary Magnet
- Middle School Magnet
- Non-Magnet

Model Magnet Sites - 7 Elementary, 3 Middle

STEM		ARTS		STEAM		IMMERSION (Dual)		MONTESSORI	
Hall	K-5	Bethune	K-5	Franklin	6-8	Sheridan	K-5	Seward	K-5
Sullivan	K-5	Marcy	K-5	Jefferson	6-8	Emerson	K-5		
						Andersen	6-8		
*Hall is currently PYP		*Marcy is currently Open							

- This is a reduction of 5 Elementary magnets from 12 currently to 7 in the model.
- This is an increase of 2 Middle Level magnets from 1 currently to 3 in the model.

Results from Phase 2

- Schools over 80% poverty would be reduced by six (50%)
- Racially identifiable schools (RIS) would be reduced by 10 (50%). MPS, different from the Minnesota Department of Education, also considers majority white schools racially identifiable.
- Schools under 350 students would be reduced from fourteen to seven (50%). Schools under 350 students would be more equitably spread across Zones 1-3. There would be no schools under 350 in North Minneapolis.
- On average, schools' percent of students proficient are projected to increase by four percentage points in math and reading.
- Significant potential to increase access to after school programming
- Class size targets are more frequently met.



Possible Outcomes of Boundary Study Modeling

School Populations	Transportation	Scheduling and Programming
50% decrease in racially identifiable schools	Shorter walk zones in low-income neighborhoods	Access to afterschool activities
50% decrease in high poverty schools	Fewer and shorter bus routes	Improved EL services through two-way immersion
50% decrease in schools with less than 350 students		More equitable access to magnet school programming
Increased enrollment in North Mpls		
Smaller class sizes in Southwest Mpls		



Phase 2- Ongoing work

- Adjust boundaries and/or grade configurations of under and over-enrolled schools to better balance enrollment
 - We are modeling LHL, LHU, Wenonah, Keewaydin, Hale and Field as either K-5 or split campuses that do not include 6-8
- Adjust boundaries of community schools based on modeled magnets
- Layer on citywide Special Education programming

Next Steps in the Comprehensive District Design

- Present this first draft of Phase 2 modeling of magnet schools to the Board at the Dec. 12 Committee of the Whole meeting.
- With feedback from the Board, and continually informed by Board Values, adjust recommendations on the Boundary Study and other components of the CDD to create models for presentation and feedback at community meetings/listening sessions scheduled between January 21 and February 19, 2020.
- Concurrently gather community feedback through a CDD Values Survey in the field from Jan. 8-24, 2020.

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 Mar. 10 Board meeting.
- Final vote on that proposal at the April Board meeting.
- Implementation of an approved proposal would begin in Fall 2021, though complete implementation may take several years.

Appendix

Special Education

Special education citywide programs:

- Tentatively begun to layer onto the model
- Continue to support moving from an accumulated design to an intentional design
- Modeling factors include: student home address, student educational needs, and number of programs in relation to general education classrooms for inclusive opportunities.
- These placements will continue to be reviewed and adjusted throughout the study and on a yearly basis.

Specialty School Definition

Specialty schools offer thematic instruction, but generally with themes designed to increase enrollment from within the school's attendance area. Because integration is not the primary goal, federal integration dollars are not accessible to fund specialty schools. Transportation from outside the attendance area would not be available. Specialty schools are generally limited to elementary schools and do not progress further. For purposes of this study, it is presumed that a community school would need to apply for specialty designation, which would be allowed or disallowed based on a set of consistent districtwide specifications.

Specialty School Considerations

The timeline for designation and implementation of specialty schools has not yet been determined, but factors in specialty school designation include:

- They complement but don't compete with magnets
- They reflect community values and desires so may increase enrollment
- They are not overly represented in the district
- Are sustainable without additional district investment in the school's budget
- The school has the physical space/capacity
- Expanded transportation is not required
- Approved application process