Committee of the Whole

Tuesday, March 23, 2021 6:00 PM
Online Meeting

1) **Call to Order**

2) **Presentations and Discussions**

a.   Comprehensive District Design (CDD) Updates

3) **Announcements**

a.   COVID-19 Response Planning Update

b.   American Indian Parent Advisory Committee
     (AIPAC) Annual Compliance Notification

4) **Adjourn to Special Business Meeting**

Committee of the Whole

March 23, 2021

Enrollment Follow-up, CDD Board Reporting & Equity Professional Development

Senior Officer Eric Moore

MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

The CDD is Minneapolis Public Schools' bold effort to re-imagine how our large, urban school district delivers on its promises of equity, access, and academic excellence for all students regardless of their education needs and no matter their zip code.

https://accountability.mpls.k12.mn.us/comprehensive_district_design_cdd

MINNEAPOLIS
PUBLIC SCHOOLS
Urban Education. Global Citizens.

Enrollment Presentation Follow-up Questions

MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

Returning 2020-2021 Kindergarten Age School Requests

We have placed 163 students this spring who had also requested, and were placed in, a Minneapolis Public Schools Kindergarten last fall.

These students left (or never started), and are not currently enrolled/attending MPS and are now asking to come back. All are students who will turn six by September 1, 2021.

The 163 students were admitted for Fall 2021 to the following grades:
- Kg: 52
- Gr 1: 110
- Gr 2: 1

MINNEAPOLIS
PUBLIC SCHOOLS
Urban Education. Global Citizens.

Of the 35 K-5/K-8 community schools:
- 40% of out of area requests received their first choice school
- 87% of out of area requests received their first or second choice school
- 12 schools were below the district average of first choice placements (40%)
  - Schools below the district average: 35% FRL, 42% SOC
  - Schools above the district average: 59% FRL, 67% SOC

MINNEAPOLIS
PUBLIC SCHOOLS
Urban Education. Global Citizens.

Magnet Enrollment and Requests - Free and Reduced Lunch

	School Current % FRL	First Choice Request % FRL (Self-Reported)	Total First Choice Requests (Grades K-8)
Andersen Dual Language	91%	67%	12
Bethune	88%	73%	26
Emerson	63%	39%	258
Franklin	83%	60%	43
Green	88%	36%	173
Hall	98%	77%	35
Jefferson	88%	75%	218
Marcy	55%	46%	91
Seward Montessori	55%	40%	221
Sheridan	78%	48%	56
Sullivan	89%	52%	248
Magnet Total	**75%**	**50%**	**1381**

MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

9th grade placement trends: 2020-2021 vs. 2021-2022

	Placements Spring 2020	Placements Spring 2021	Change
Edison	233	266	33
FAIR	114	139	25
Henry	258	267	9
Heritage	6	13	7
North	138	251	113
Roosevelt	304	352	48
South	498	492	-6
Southwest	581	365	-216
Washburn	452	409	-43
Wellstone	3	4	1
Total	2132	2145	13

MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

CDD Board Reporting

MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

Alignment of Key Performance Indicators (KPIs)

COMPREHENSIVE DISTRICT DESIGN

VISION

Ensuring that all students–regardless of their background, zip code, and personal needs–receive a high-quality, well-rounded education that prepares them for future success.

Reporting on KPIs and improvements in the following categories:

1. Academics
2. Equity
3. Sustainability
4. Climate Framework

Academics

Goals	KPIs	Activities	Baseline
A well-rounded, preK-12 education for every student in every part of the city	More equitable access to a well-rounded education - Increased access to music, art, computer science and technology	• Ethnic Studies • Middle level Academics • Special Education transition planning • STEM for All planning and implementation (K-8) • Instrumental music (Grade 5)	SY 21-22 Funding Allocation to support: • K-5 sites 5th grade instrumental music, STEM for ALL • 6-8 has MYP, World Language and STEM for All (50% of Middle School Programs are currently K-8) • 9-12 Required Ethnic Studies
Every student graduates with the academic, social/emotional, and technical skills to be successful in college and/or career	Improved achievement in literacy and mathematics Improved graduation rates across schools and student groups	• Literacy and Math Multi-Tiered Systems of Support (MTSS) • High quality instruction with culturally sustaining pedagogy and curriculum transformation • Quarterly review of School Improvement Plans inclusive of literacy and math goals.	**2019 MCA Proficiency Rates:** Students of Color: 22% Math, 27% Reading White Students: 75% Math, 78% Reading **2019 4-Year Graduation Rates:** Students of Color: 69% White Students: 90%
Equitable access to academically rigorous and culturally relevant programming including STEAM, dual-language and CTE	Improved access and participation in advanced coursework and world languages	• CTE centers programming (CTE Tech Center) • World Language planning and implementation • Advanced academics/college and career readiness	**2019 Advanced Course and World Language Participation Rates:** Students of Color: 51% White Students: 83% **October 2019 Dual Language Program Enrollment:** K-5: 1,814, Grades 6-8: 252, Grades 9-12: 44

Equity

Goals	Key Performance Indicators	Activities	Baseline
Reduction in racially and economically isolated schools	Reduction of RIS (86% SOC) and high poverty schools (80% FRL Eligible)	• School boundary shifts • Community schools planning and implementation • 20-21 Capital Plan and projects	**In October 2019 (SY20):** 23 RIS 18 High Poverty Schools
High quality community schools in every part of the city	Reduction in achievement and engagement disparities More equitable student access to high quality teachers Improved hiring and retention rates of teachers of color % schools with proportional participation on site councils	• Predictable Staffing • Teacher of color recruitment • Teacher pathway development and implementation including residency and high school to teaching education pathway • Magnet recruiting plan development • Teacher equity plan • Equity professional development • Affinity Groups	**2019 MCA Proficiency Rates:** Students of Color: 22% Math, 27% Reading White Students: 75% Math, 78% Reading **2019 4-Year Graduation Rates:** Students of Color: 69% White Students: 90% Equitable access to high quality teachers and retention rates for TOC baselines to be set in SY 21-22 % of schools with proportional representation in site councils to be determined in SY 21-22

Equity- continued

Goals	Key Performance Indicators	Activities	Baseline
Improved access to magnet programs located closer to home	More opportunities for students to learn in integrated magnet learning environments (by both race and economics)	• Shifting placement of magnet schools in the city • Change in student placement policy	Baseline to be set in fall 2021-: % of magnets + or - 10% of 60/40 FRL
Student placement policies and process that better serve all families	Increase in families participating in the student placement process prior to placement Proportional participation in lottery	• EDIA recommendations and implementation of student placement improvements	**Requests for 2020-21:** 6,754 school requests 2,496 Kindergarten **Requests for 2020-21:** Baseline to be set following the second lottery, spring 2021

MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

Sustainability

Goals	Key Performance Indicators	Activities	Baseline
Alignment and prioritization of budgets to accomplish district design goals and values	Fund balance between 8%-13% Alignment of school improvement and department plans to CDD focus areas and district budget	• Alignment of strategic goals and budget process • Community budget meetings • Department planning	**June 30, 2020 audit - 8.1%**
Successfully implement predictable staffing	% of schools meeting predictable staffing requirements	• AP allocation criteria set • Annual staffing adjustments • Principal support for predictable staffing implementation	Baseline will be set in fall 2021
Correction of uneven enrollment patterns	Increased enrollment (reduction in declines in enrollment, leading to an increase in enrollment over time) Reduction in schools below 300	• Magnet recruiting plan development • CDD Fresh Look fair • School	**K-12 Enrollment Decline:** 1.4% decline from SY19 to SY20 **In March 2021:** 10 schools below 300 students

MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

Sustainability- continued

Goals	Key Performance Indicators	Activities	Baseline
Professional development and other supports to improve staff recruitment and retention	Increased levels of staff retention Increased level of employee satisfaction (By staff demographic group)	● Teacher equity plan ● SOESL and school leader evaluation tools ● Equity professional development	Staff retention by job category baseline set SY21-22.
Culturally relevant programming and customer service	Improved market share by demographic Increased retention rate of current students	● School recommendations to families ● Community outreach and school choice guide ● Back to school outreach and marketing	**Market Share Oct 2019** SOC: 57%, White: 80% By individual group: African American: 55%, American Indian: 80%, Asian: 51%, Hispanic: 62%, Pacific Islander: 79%, White: 80%, Two or More: 56% **Oct 2018 - Oct 2019 K-11 Retention:** 86%
Academic pathways supported by financially sustainable transportation options	Improved quality of transportation services and reduction of transportation costs	● Bell times planning and implementation ● Transportation and walk zone implementation	On-time arrival baseline set SY 21-22 **Regular Education Expenditures 18-19:** $8.2M

Climate Framework

| Goals	Key Performance Indicators	Activities	Baseline
Safe and welcoming environment for all students and families	KPIs (Climate Index) for the Climate Framework will be created by the Steering Committee in collaboration with Climate areas task forces. % of schools and departments making positive progress on Climate Plan goals	• Development of Four Values and Belief Statements • Community Engagement Sessions- feedback gathered related to the Climate Values and Belief Statements • Action planning at school buildings • Action planning at departments • Climate Index for implementation accountability • Professional Development focus - departments • Professional Development focus - school leadership teams • Parent Participatory Evaluation and Youth Participatory Evaluation- focus on Climate Framework implementation and accountability	% of buildings at 3 or above on Climate Index Baseline will be set in SY 21-22
School Climate improvements to support better student retention, family and staff experiences and student learning			
Culturally relevant customer service and authentic engagement			
Excellence in Leadership at building, department and district levels			

Equity PD

Grounding-- *Making Contact*

The greatest gift
I can conceive of having
from anyone
is
to be seen by them,
heard by them,
to be understood
and
touched by them.
The greatest gift
I can give
is
to see, hear, understand
and to touch
another person.
When this is done
I feel
contact has been made.

~Virginia Satir

MINNEAPOLIS
PUBLIC SCHOOLS
Urban Education. Global Citizens.

Student Voice
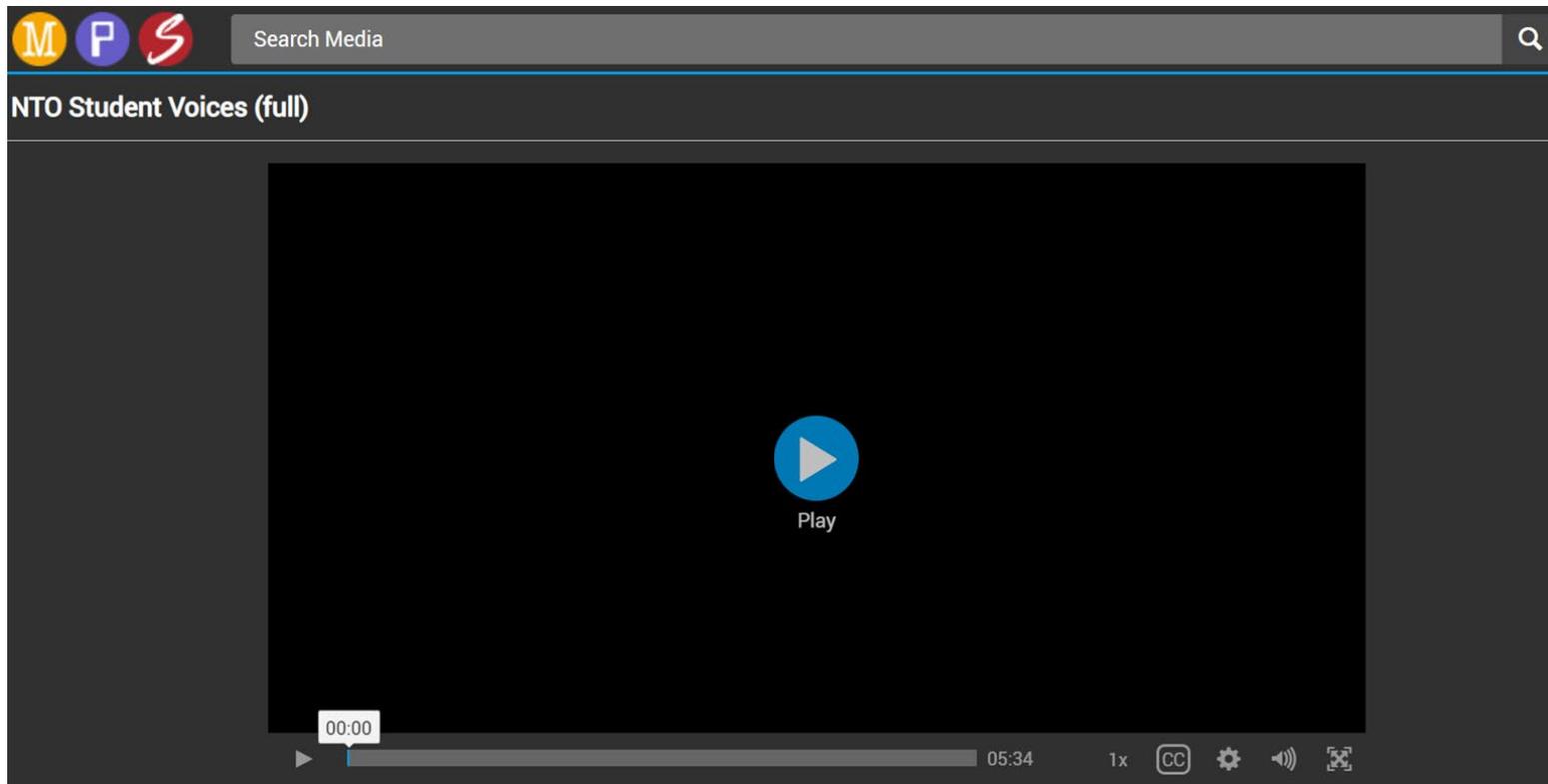
Policy 1304: Equity and Diversity

PURPOSE

Every student deserves a respectful learning environment in which their racial and ethnic diversity is valued and contributes to successful academic outcomes. Minneapolis Public Schools is committed to identifying and correcting practices and policies that perpetuate the achievement gap and institutional racism in all forms in order to provide all of its students with the opportunity to succeed. Learning and work environments are enriched and improved by the contributions, perspectives and very presence of diverse participants. Minneapolis Public Schools is committed to the success of every student in each of our schools and to our mission and vision statements.

The Board of Directors believes that the responsibility for student success is broadly shared by District staff, families, our community and our student's own efforts. Achievement gaps between white students and students of color are unacceptable if we are to meet our mission and vision statements and our moral obligations to our students, their families and our community as a whole. These gaps are contrary to our belief that all children can learn and succeed. Adult behaviors must not contribute to achievement gaps or create barriers to success. **Adult behaviors must be concentrated on elimination of gaps, particularly those that are predicated on a student's race, ethnicity, home language, personal characteristics or culture and on assurance of educational equity between students.** The Board of Directors, Superintendent and staff commit to conducting an Equity and Diversity Impact Assessment on all future policies that have a significant impact on student learning and resource allocation. This commitment also includes conducting assessments on policies that are periodically reviewed and updated through the policy development process that have a significant impact on student learning and resources allocation.

MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

Policy 1304: Equity and Diversity

"Educational equity" means raising the achievement of all students while **narrowing the gaps between the lowest and highest performing students**, and eliminating the racial or cultural predictability and disproportionality of which students groups occupy the highest and lowest achievement categories including rates of graduation. [1]

"**Institutional racism"** means the **collective failure** of a public or private organization to provide an appropriate and professional service to people because of their race, color, culture or ethnic origin which can be seen or detected in practices, processes, systems, attitudes and behavior. **It looks beyond individual acts of prejudice to the systemic biases that may be built into institutions.** These systemic biases discriminate against and disadvantage people of color through unwitting prejudice, ignorance, thoughtlessness or racial stereotyping.

T**he District shall offer opportunities for all staff to improve its cultural competencies in serving our diverse student body and community.** The District staff shall work together to increase their individual and collective capacity to effectively teach a racially and ethnically diverse student population and serve racially and ethnically diverse families and communities. **The District shall offer opportunities for all staff to improve culturally responsive instructional practices, curriculum, and assessments competencies in serving our diverse student body and community to increase individual and collective capacity to effectively teach our diverse student population and serve diverse families.** Practices, procedures and programs that result in over or under representation of any group of students compared to peers shall be subject to close review to assure that such results are due to meeting student legitimate educational, social or emotional needs. Practices that do not meet this close review shall be eliminated. Teachers, administrators and district staff shall collaborate to establish and implement culturally responsive instructional practices, curriculum and assessments.

MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

Understanding Culture: Learnings

What is culture?
Culture refers to the knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving.

What is white supremacy culture?
White supremacy culture is the idea (ideology) that white people and the ideas, thoughts, beliefs, and actions of white people are superior to People of Color and their ideas, thoughts, beliefs, and actions.

What is cultural racism?
Cultural racism is how the dominant culture is founded upon and then shapes norms, values, beliefs and standards to advantage white people and oppress People of Color.

What is climate?
The feeling that is conveyed in a group by the physical environment and the way in which members of the organization interact with each other, students, families and other external communities.

MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

Professional Development Framework

MINNEAPOLIS
PUBLIC SCHOOLS
Urban Education. Global Citizens.

Current State- Examples from the Four District Priorities

Title	Audience(s) and Participation #s
The How and What of Equity & SEL, and Using Restorative Justice to Interrupt Whiteness & Academic Foundations and Intro to Literacy and MTSS by content and grade level	New Teacher Orientation (210 staff)
Leading in the Face of Passive Resistance: Racial Equity Detour Spotting & Dangerous Intersections: How Gender Binary Upholds White Supremacy Culture	Instructional Leadership Teams, Principals (600 staff)
Frontlines of Justice Series	School based and district office staff (500 staff)
Office of Black Student Achievement series: Becoming an Unapologetic Advocate for Black Students	Middle School Teachers (100 staff each month)
Curriculum Transformation	District-wide PD for Teachers and Principals (all licensed staff) (3,000 +)
Dr. Love/ Dr. Muhammad Book Studies	School Sites

MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

Analogy*: An Apartment Building

*NOTE: Analogies are APPROXIMATE and IMPERFECT; not a literal representation

STRUCTURE

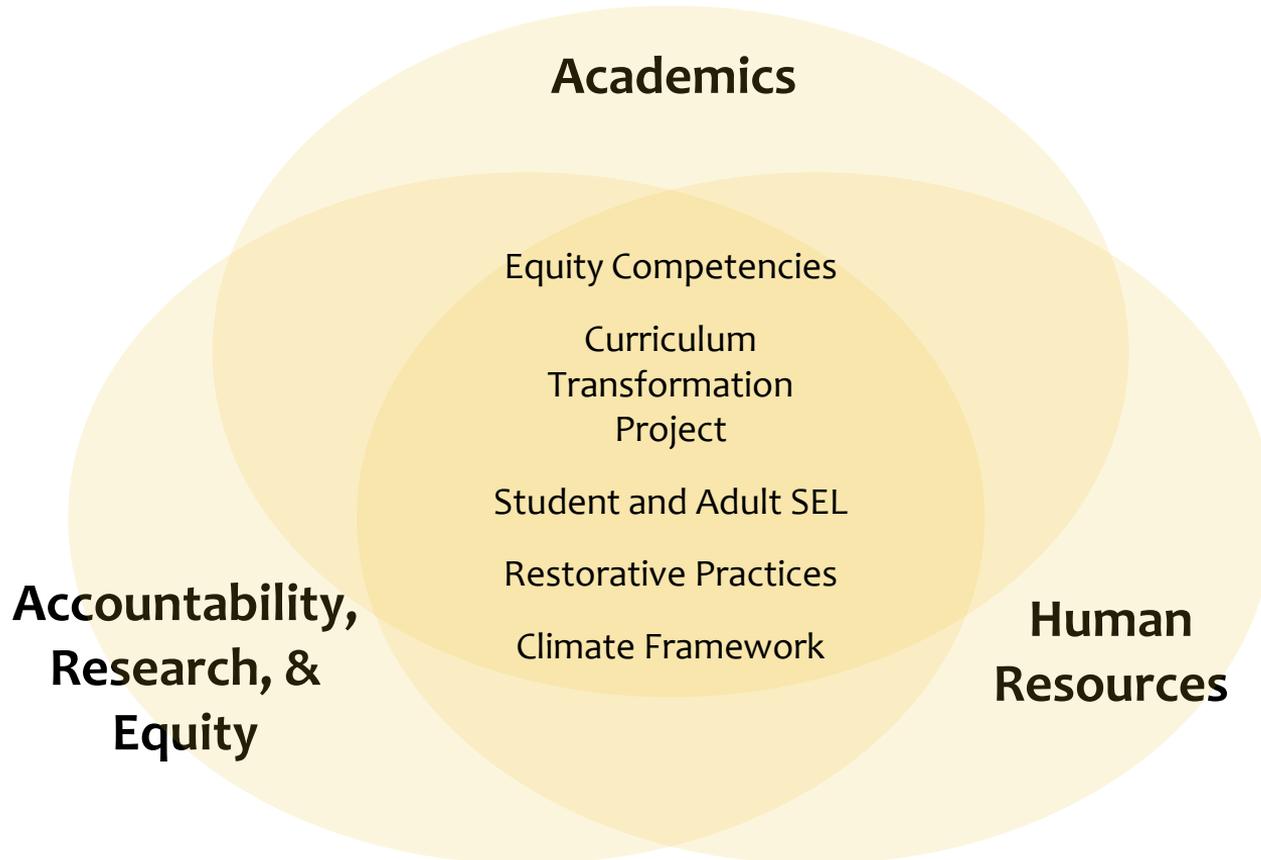Blueprints ≈ Equity Competencies & Climate Framework

Wood framing ≈ Transformed Curriculum & Belief Statements

Nails & screws ≈ HRL Framework & School Improvement Plans

INDIVIDUAL APARTMENTS

Floor (level) ≈ Schools and Departments

Furnishings ≈ Standards & Content

Equity, SEL, Literacy, and MTSS throughout

MINNEAPOLIS PUBLIC SCHOOLS

Urban Education. Global Citizens.

Alignment Across Multiple Departments to Support PD

Academics

Equity Competencies

Curriculum Transformation Project

Student and Adult SEL

Restorative Practices

Climate Framework

Accountability, Research, & Equity

Human Resources

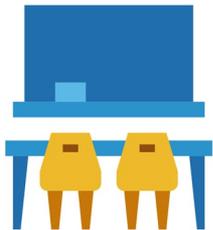MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

Making Connections across Divisions: Breaking Down Silos

Relational & Restorative Culture and Cultural Practices	Curriculum Transformation	Dr. Gholdy Muhammad's Pursuits
• Climate Framework • Restorative Practices • Mindful inquiry • CASEL	• Co- Create • Restore Narratives • Question Power • Prioritize Learning	• Identity development • Skills development • Intellectual development • Criticality

Equity Competencies and Transformation SEL
Understanding one's lens and bias
Understanding race, racism, whiteness, power and privilege*
Intersectionality*
Detours and resistance*
Self-study exercises*

Accountability Structures

*New equity competencies- work on these areas is in progress

In the Classroom

In Our Staffing Decisions

In Our Buildings

In Our Family & Community Engagement

MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.
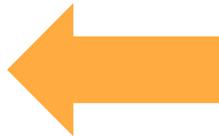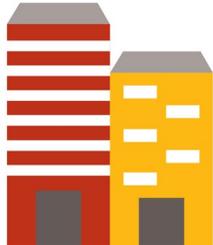
Cultivating Genius: Four-Layered Historically Responsive Literacy (HRL) Framework

Pursuit of Identity
Understanding notions of who we are, who others say we are, and whom we desire to be.

"The universal question is, How will my instruction help students [and educators I serve] to learn something about themselves and/or about others?" -p. 70

Pursuit of Skills
Attaining proficiencies that are the main focus of current standards and measures of achievement, such as reading comprehension, fluency, and vocabulary.

"Although we know literacy is much more than skills, it is also important that students develop the skills necessary for each content area." p. 89

Pursuit of Intellect
Understanding, enhancement, and exercising of mental powers that allow one to better understand and critique the world.

"[Students] need to know they are capable of the intellectual greatness their ancestors practiced and promoted…[and] see themselves as the next generation of thinkers." -p. 113

Pursuit of Criticality
Capacity to read, write, and think in ways of understanding power, privilege, social justice, and oppression.

"Students need to leave teachers' classrooms with a stronger sense of criticality in order to survive and thrive in the world." p. 132

MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

Equity Competencies- Under Revision Summer 2021

Core Equity Competency	Attributes of the Competency
1. Understanding One's Lens and Bias *Sufficient analysis of one's own racial, cultural, and gender identity to understand the lens that one brings to their role; familiarity with one's biases along with knowledge of where to find compensatory resources; ability to recognize and disrupt the effects of oppression, such as institutional racism and sexism.*	a. Recognizes one's cultural, gender identity, and racial influences. b. Recognizes one's social location and how these impact deficit perspectives about students and families. c. Demonstrates an awareness of oppressive interactions between educators, students, families, and society, including one's own complicity in upholding systems of oppression. d. Understands the historical and sociological contexts of domination and subordination regarding race, culture, and gender. e. Understands the intersectional nature of oppression in schools and why an intersectional analysis is imperative in equity work in school. f. Willingly disrupts personal bias by reflecting on social locations, acknowledging privilege, and recognizing triggers.
2. Understanding race, racism, whiteness, power and privilege*	
3. Intersectionality*	
4. Detours and resistance*	
5. Self-study exercises*	

UNDER REVISION

MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

Equity is the Blueprint: Guiding Principles for the Structure

	Blueprint **Equity Competency 1:** Understanding One's Lens & Bias
Pursuit of Identity	1A (Attributes) 1B
Pursuit of Skills	
Pursuit of Intellect	1D 1E
Pursuit of Criticality	1C 1F

MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

Leverage Current PD Structures

ESPs	Teachers & Related Services	Coaches & Q Comp Leaders	Administrators	Central Office
1. New Employee Orientation 2. August PD (district and site-based) 3. ESP evaluation	1. New Teacher Orientation 2. Summer district PD 3. August PD (district and site-based) 4. Ongoing district role-specific PD 5. ProPay 6. Formal (SOEI) & informal observations (coaching and feedback from coaches and admin)	1. New Coaches PD 2. Monthly district-wide PD for coaches 3. Ongoing role-specific PD for coaches 4. Ongoing PD for Q Comp Leads 5. Observer initial training and annual renewal 6. ProPay	1. New Principal Orientation 2. Ongoing Principal PD 3. Portfolio meetings 4. School Improvement PD 5. Formal (SOESL) and informal observations (coaching and feedback from Associates)	1. Central Operation Equity Leadership series 2. Clerical Series 3. Department PD meetings

MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

Alignment: Example

An intentional progression that aligns efforts and moves away from stand-alone, siloed PD

Literacy: The foundation of all learning and connected to acts of self-empowerment, self-determination, and self-liberation
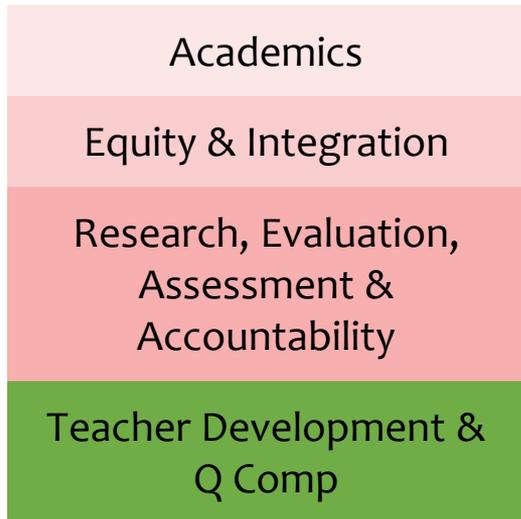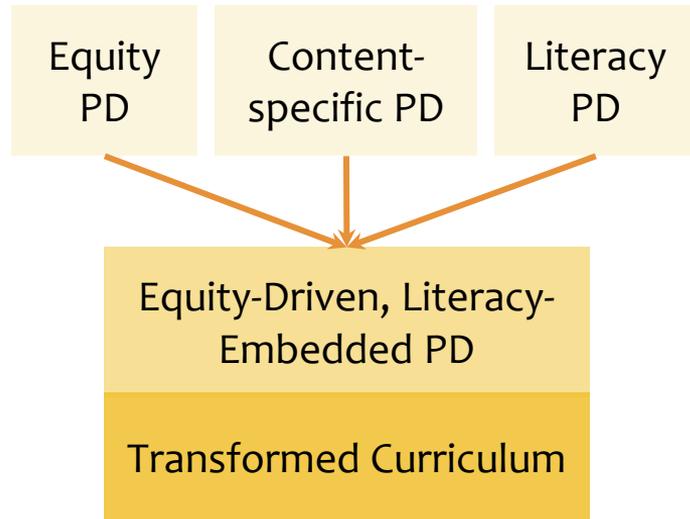
Align Across Departments	Align Across Audiences	Drive Content with Equity and Literacy

Align Across Departments
- Academics
- Equity & Integration
- Research, Evaluation, Assessment & Accountability
- Teacher Development & Q Comp

Align Across Audiences
- ESPs
- Teachers & Related Services
- Coaches & Q Comp Leaders
- Administrators

Drive Content with Equity and Literacy
- Equity PD
- Content-specific PD
- Literacy PD

→ Equity-Driven, Literacy-Embedded PD

Transformed Curriculum

Timeline for Planning the New Work

June 2021	Complete Equity Competencies revision with input from key stakeholders
Summer 2021	● Deepening support structures for equity and climate work in schools ● Finalizing PD evaluation plan for 2021-22
August 2021	● Develop August professional development opportunities ● Create scope and sequence for ProPay courses and cross-departmental offerings ● Convene a labor-management committee to revise the Standards of Effective Instruction (SOEI)

MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

Check-in with your Body

Decentering Whiteness and dismantling familiar structures of White Supremacy can elicit emotional and physical reactions.

Take a moment to notice what you are feeling in your heart, your frontal lobe, and other parts of your body.

How are you *feeling* this information? Take a moment to write down:

- What you're feeling
- Where you're feeling it
- What you think is causing that feeling

MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

Accountability

MINNEAPOLIS
PUBLIC SCHOOLS
Urban Education. Global Citizens.

Accountability Structures

- Professional development evaluation

- School improvement plans

- Staff evaluation systems

- Measurement: Climate, Learning Pursuits, SEL, Equity Competencies

- School Board Presentations

MINNEAPOLIS
PUBLIC SCHOOLS
Urban Education. Global Citizens.

Program Evaluation

To what extent is professional learning within MPS helping teachers and other staff members develop the knowledge, beliefs, skills, and practices necessary to improve student learning and educational equity?

Year One (2020-21), Understanding	Year Two (2021-22), Application	Year Three +, Outcomes
Broad understanding of: ● Experiences with and perceptions of district-provided professional development for teachers and coaches ● Best practices at case study sites ● Perceptions of district level supports for and barriers to effective professional development implementation	Deeper understanding of: ● Experiences with and perceptions of district-provided professional development for teachers, coaches, and school administrators ● Alignment of site-based and district professional development ● Effects of professional development on teacher knowledge, beliefs, skills, and practices (specific strand of PD TBD)	Understanding of the effects of professional development on student engagement and academic outcomes Provide recommendations to inform future budget and professional development planning

MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

What will it take to implement?

PERMISSION to deviate from traditional structures:
- Move away from skills-only focus to seeing skills as one of four pursuits

PROFESSIONAL DEVELOPMENT to build capacity of our educators
- Focus and coordinate efforts between training, coaching, feedback, and evaluation to follow the guiding principles of identified frameworks

PERSISTENCE to a continued commitment to this work over multiple years
- Sense of urgency ≠ immediate change in people and culture

MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.

Commitments from the Board

"Where there is power, there is resistance."- Michel Foucault
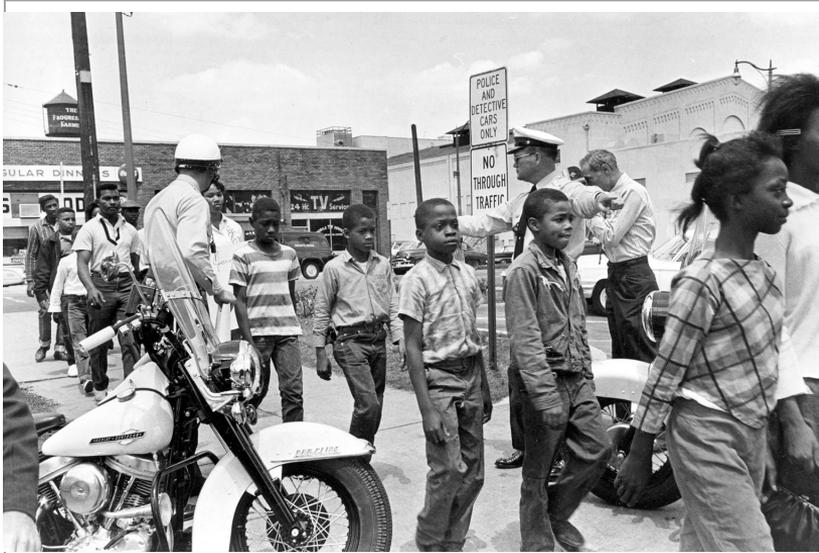
In 1963, policemen in Birmingham, Ala., arrested black school children who were protesting racial discrimination. Bill Hudson/AP

Top 4 requests:
- Ongoing support
- Readiness for resistance & detours
- Understanding that our beliefs will be challenged
- Hold us Accountable for Work

MINNEAPOLIS PUBLIC SCHOOLS
Urban Education. Global Citizens.