

STUDENT TRANSITION NUMBERS AND RULES

March 26, 2020

The table shows the projected transitioning student population at each school. These projections account for a certain probability that some current Armatage, Folwell, and Windom students (because their current schools are geographically distant from the new centralized magnets) might choose to attend their new community school rather than continuing in Montessori, Arts, or Spanish Dual Language respectively.

School	Proposed Grades	Magnet Programming	Transition Plan Numbers
Emerson	K-5	Spanish Dual Language	410 K-4 transition students (95% of total building capacity) <ul style="list-style-type: none"> • 208 already at Emerson • 73 currently at Jefferson • 129 currently at Windom
Green	K-5	Spanish Dual Language	481 K-4 transition students (85% capacity) <ul style="list-style-type: none"> • 99 already at Green • 182 currently at Andersen • 200 currently at Windom
Sheridan	K-5	Spanish Dual Language	366 K-4 transition students (50% capacity) <ul style="list-style-type: none"> • 105 already at Sheridan • 170 currently at Emerson • 65 currently at Nellie Stone Johnson • 15 currently at Jefferson • 6 currently at Windom • 5 currently at Andersen
Andersen	6-8	Spanish Dual Language	359 5th-7th grade transition students (60% capacity) <ul style="list-style-type: none"> • 31 already at Andersen • 166 currently at Anwatin • 67 currently at Emerson • 61 currently at Windom • 19 currently at Green • 15 currently at Jefferson
Seward	K-5	Montessori	696 K-4 transition students (77% of total building capacity) <ul style="list-style-type: none"> • 453 already at Seward • 243 currently at Armatage
Bethune	K-5	Arts	400 K-4 transition students (77% capacity) <ul style="list-style-type: none"> • 222 already at Bethune • 123 currently at Folwell • 55 currently at Sheridan

School	Proposed Grades	Magnet Programming	Transition Plan Numbers
Marcy	K-5	Arts	562 K-4 transition students (83% capacity) <ul style="list-style-type: none"> • 338 already at Marcy • 194 currently at Folwell • 30 currently at Sheridan
Hall	K-5	STEM	136 K-4 transition students currently at Hall (30% capacity)
Franklin	6-8	STEAM	208 grades 6-7 transition students currently at Franklin (32% capacity)
Sullivan	K-8	STEAM	400 K-7 transition students currently at Sullivan (41% capacity)
Jefferson	K-8	Global Studies and Humanities	236 K-7 transition students (29% capacity) currently at Jefferson

STUDENT TRANSITION RULES

The full list of rules used for creating these projections is below. To create projections of transitioning populations, the following rules were applied in the order listed:

1. *Students currently attending Anishinabe are assumed to continue at Anishinabe*
2. *Students currently attending Alternative or Special school sites are assumed to continue at those school sites*
3. *Spanish Dual Language Magnet transition rules are applied:*
 - a. Students currently attending the Anwatin Spanish Dual Language program are assumed to transition to Andersen
 - b. Students who live in North or Northeast [see map] Minneapolis and attend **any** Spanish Dual Language program [including both One-way and Two-way programs] are assumed to transition to Sheridan
 - c. Students currently attending Emerson Spanish Dual Language who live in Southeast or Southwest [see map] Minneapolis are assumed to continue at Emerson
 - d. Students currently attending the Jefferson one-way Spanish Dual Language program are assumed to transition to Emerson
 - e. Students currently attending the Green one-way Spanish Dual Language program are assumed to remain at Green
 - f. Students currently attending the Andersen one-way Spanish Dual Language program are assumed to transition to Green
 - g. Because Windom is so far away from the center of the city, we assume 75% of Windom students will choose to continue in a Spanish Dual Language program. We assume the remaining 25% of those students will choose to transition to their community school. The students currently attending Windom Spanish Dual Language who are assumed to continue with Spanish Dual Language are transitioned based upon their home address as follows:
 - i. Students whose home address is in North or Northeast Minneapolis [see map] are assumed to transition to Sheridan
 - ii. Students whose home address is in the modeled Armatage, Kenny, Lyndale, or Windom boundaries are assumed to transition to Green
 - iii. Students whose home address is elsewhere in Southwest Minneapolis [see map] are assumed to transition to Emerson

- iv. Students whose home address is in Southeast Minneapolis [see map] are assumed to transition to Green

4. *Non-Spanish Dual Language Magnet Transition rules are applied:*

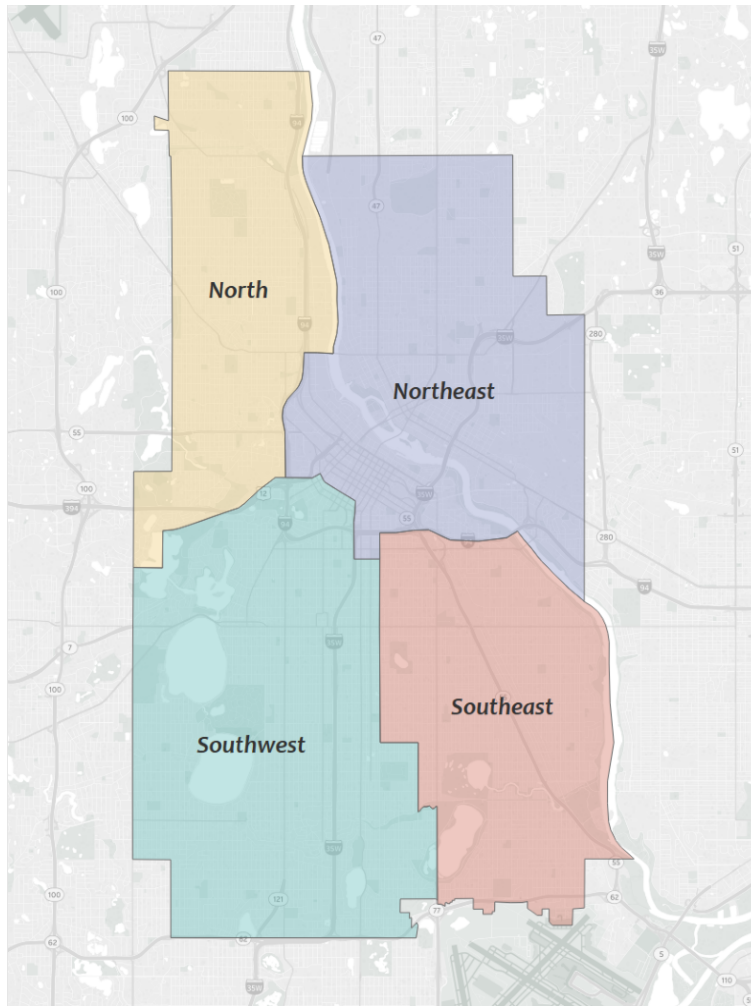
- a. Students currently attending a school which will become a magnet in the model are assumed to continue their attendance at that school [Marcy, Bethune, Hall, Sullivan, Jefferson, Franklin, Seward]
- b. Students currently attending the Sheridan Arts magnet program are transitioned to either Bethune or Marcy depending on their address
 - i. Northeast and Southeast [see map] addresses are transitioned to Marcy
 - ii. North and Southwest [see map] addresses are transitioned to Bethune
- c. Due to the distance of Folwell Performing Arts from Bethune and/or Marcy, 75% of the students currently attending Folwell are assumed to transition to Bethune or Marcy depending on their address. 25% are assumed to transition to their community school.
 - i. Northeast and Southeast [see map] addresses are transitioned to Marcy
 - ii. North and Southwest [see map] addresses are transitioned to Bethune
- d. Due to the distance of Armatage Montessori from Seward Montessori, Armatage students were assigned varied weights, based on home address, of probability to transition to Seward Montessori
 - i. 25% of students living in the modeled Armatage, Kenny, and Lake Harriet boundaries are assumed to transition to Seward Montessori. The remaining 75% of those students are assumed to attend their new community school.
 - ii. 100% of the students living elsewhere in the district are assumed to transition to Seward Montessori.

5. *Magnet proximity population rules applied:*

- a. Students whose home address is within a 0.5 mile radius of a magnet school are assumed to have a 16% chance to attend that magnet school. The remaining 84% of students are assumed to attend their community school *[16% is based on current percent of students who live within a 0.5 mile radius of a magnet school who attend that magnet]*
 - i. Students whose home address is within a 0.5 mile radius of two magnet schools are assumed to have an equal chance to attend either one

6. *Magnet general population rules applied:*

- a. All students who do not fall into any one of the categories listed above were given differing weights based on the following:
 - i. Our placement policies are designed to create balanced economic integration at each magnet based on the district average of 65% FRL and 35% non-FRL students
 - ii. With that in mind, weights were created based on open seats at magnets, taking into account their modeled economic integration **after** all above transition rules were applied
 - iii. Students were assigned to either their community school or were placed in a pool of magnet students based on the weights generated above.
 - iv. Students who were assigned to the magnet student pool were then randomly assigned a magnet school based on number of open seats at that magnet school.



Map of Proposed MPS Attendance Areas Colored by Quadrant