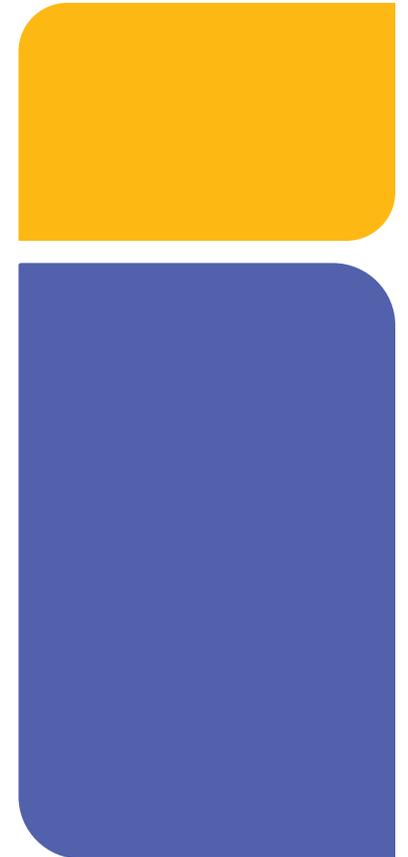


Minneapolis Public Schools Comprehensive District Design

Video 1: Introduction and Overview



In this video, we will cover:

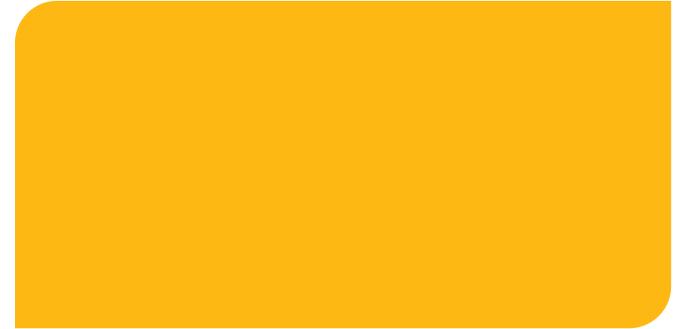
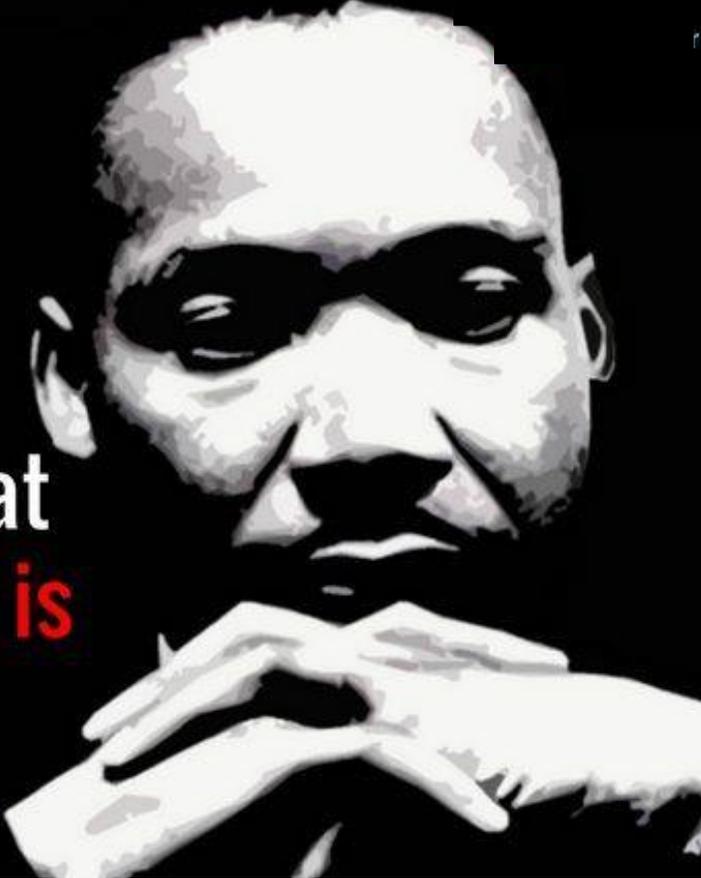
- The reason and purpose for the Comprehensive District Design (CDD)
- The values and principles guiding the CDD
- The scope of the CDD
- The goals of the CDD
- MPS community engagement & participation
- CDD proposal snapshot & key facts
- Considerations for future implementation

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.

The CDD is a systematic, long-range plan that Minneapolis Public Schools will use to guide decision-making that affects the equity, academic quality, and sustainability of education for students throughout the district. The plan is based on community input, research, and data.

"For years now I have heard the word '**wait**' ... This 'wait' has almost always meant '**never**.' We must come to see that '**justice too long delayed is justice denied.**'"

- MARTIN LUTHER KING JR.



Guiding Values and Principles

**Informed by data
& research**

**Grounded in
student, parent,
education, &
community
member input**

**Analyzed
proactively through
an equity-focused
lens**

**Achievable &
sustainable**

**Focus on student
and family needs**

**Improve academic
opportunities &
achievement for all
students**

**Provide predictable
alignment of
resources**

Scope

Staffing

Transportation

Communications

Financial
Operations &
Budgeting

Curriculum &
Instruction

Student Placement

District Structure

Professional
Development

Goals

Academics

- A well-rounded, preK-12 education for every student in every part of the city
- Every student graduates with the academic, social/emotional, and technical skills to be successful in college and/or career
- Equitable access to academically rigorous and culturally relevant programming including STEAM, dual-language immersion, and CTE
- Safe and welcoming environment for all students and families

Equity

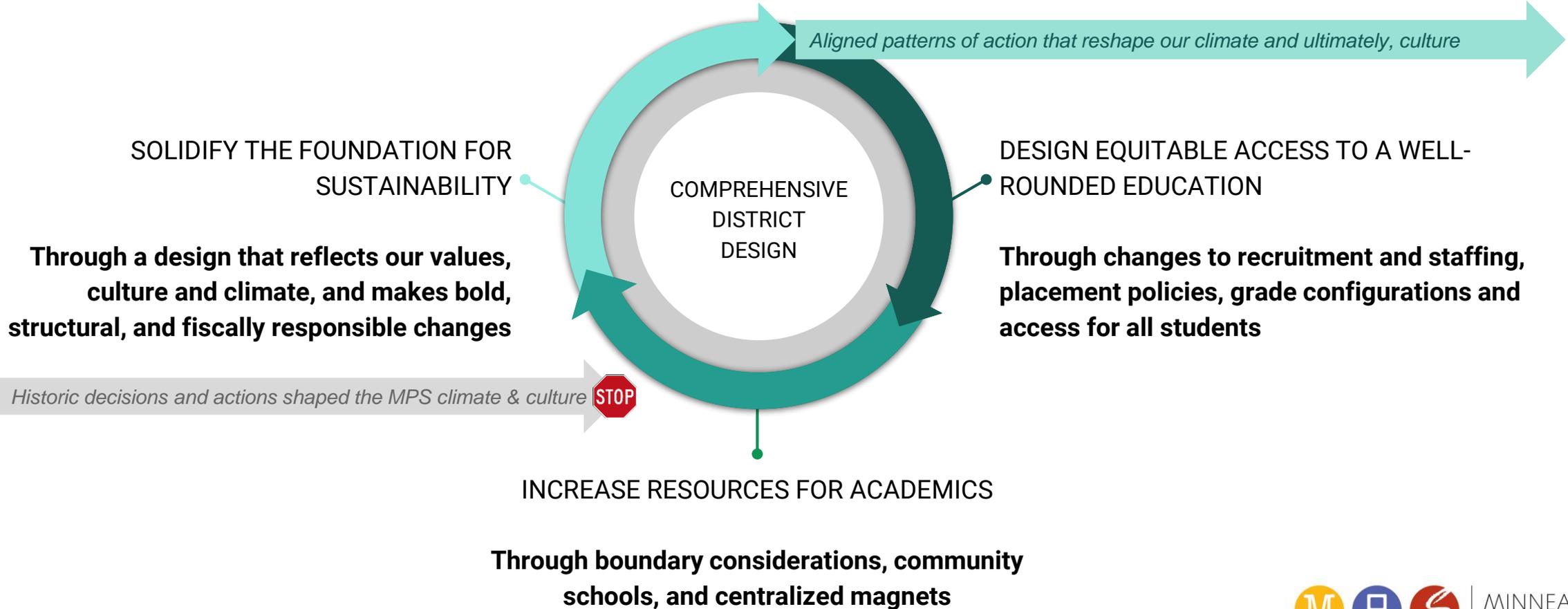
- Reduction in racially and economically isolated schools
- High-quality community schools in every part of the city
- Improved access to magnet programs located closer to home
- Student placement policies and processes that better serve all families
- School climate improvements to support better student retention, family and staff experiences, and student learning

Sustainability

- Alignment and prioritization of budgets to accomplish district design goals and values
- Stabilized and predictable staffing
- Correction of uneven enrollment patterns
- Professional development and other supports to improve staff recruitment and retention
- Culturally relevant programming and customer service
- Academic pathways supported by financially sustainable transportation options

CDD Improves Educational Experiences at MPS

by interrupting the patterns of historic inequities



MPS Community Engagement & Participation

8,340
Surveys
Responses



1,889
Listening
Session
Questions &
Comments



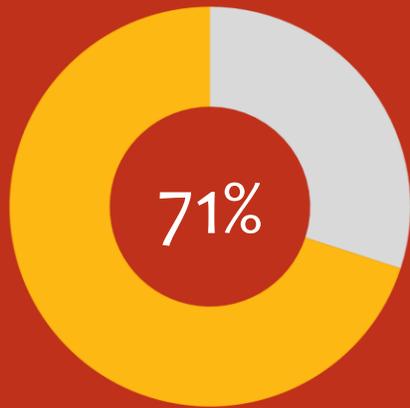
350+
Focus Group
Participants
(including 88 high
school students from
7 different schools)



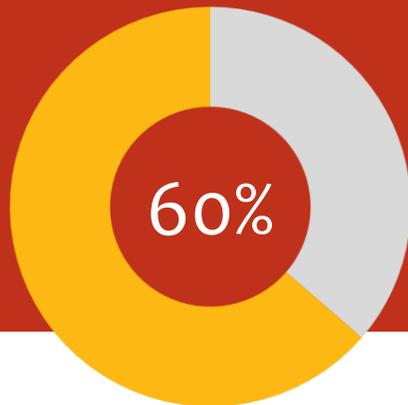
Staff
Engagement
through surveys,
listening sessions,
leadership meetings
& on-site meetings



The MPS Community Values Diversity & Integration



of **community survey respondents** said they consider integration when choosing a school.



of **staff survey respondents** said they consider integration when deciding where to work.

CDD Proposal Snapshot

K-8 as Magnet Options

Expanded Community Engagement

Transition Plans

Dual Language, Arts, Montessori students

Students at new magnets

Keep high schoolers at their current schools

Revised Placement Policies & Regulations

Attendance Boundary Changes

With considerations around racial & economic integration

3rd Centralized Dual Language Spanish School

CDD Proposal: Key Facts

- ✓ There are enough seats for all immersion students
- ✓ High school students do not have to change schools
- ✓ An additional 14% of all K-7 and 9-12 grade students are predicted to change schools compared to last year
- ✓ Looking to stabilize staffing, not reduce
- ✓ An effort to prevent school closures based on enrollment
- ✓ Possibility of initial enrollment decline, but long-term enrollment gain
- ✓ Fundable through transportation savings, integration dollars, reallocation of existing resources

Future Implementation Considerations

The **community** and **staff** surveys asked respondents about priorities for reallocation of resources. Over 50% of both community and staff survey respondents said that **(1) staff support for student behavior and mental health** and **(2) resources to improve math and literacy outcomes** are a high priority.

Staff survey respondents expressed needing several types of support during the implementation of the CDD, including **supports for schools and teachers, honesty and transparency, and improved communication about CDD implementation.**

Student survey respondents and focus group participants provided input on how the district and their schools can provide **welcoming school environments, academic excellence and strong teachers, and safety.** Student survey respondents also provided feedback on the types of school offerings that are most important to them going forward.

Thanks & What's Next

- Additional videos cover topics including:
 - Proposed District Structure
 - Updated Placement Policies and Regulations
 - Supporting Comprehensive Design Work