

CDD FEEDBACK REPORT

Report Prepared by: Accountability, Research, and Equity
March 2020

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Introduction

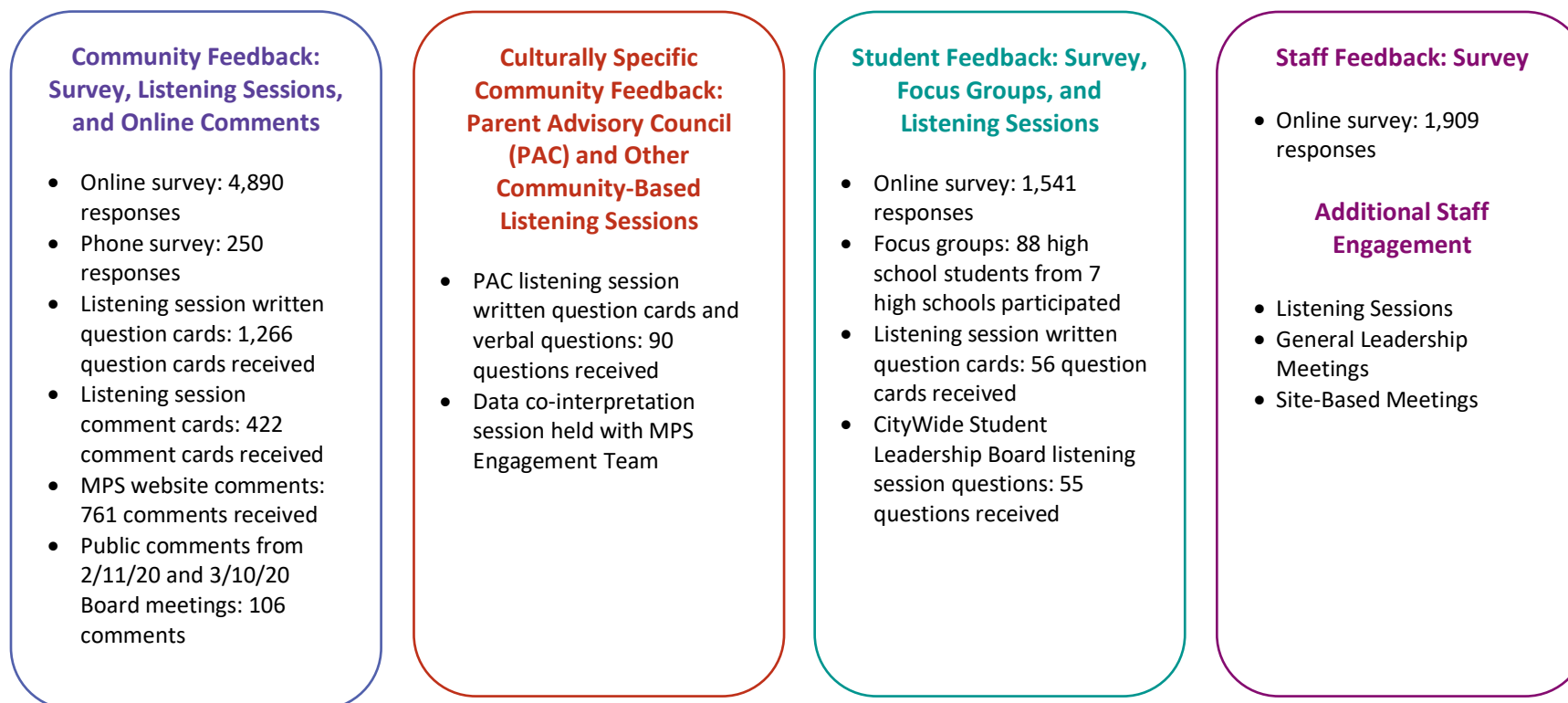
The Comprehensive District Design (CDD) aims to change policy and practice to dismantle institutional barriers to equity in academic outcomes for all MPS students. In January, February, and March 2020, MPS gathered feedback from families, staff, students, and community members. This included multiple surveys, listening sessions, Board of Education meetings, student focus groups, and an online feedback form. This report presents high-level themes that emerged from those data sources, as well as an explanation of how the CDD proposal is responsive to community feedback, concerns, and priorities for implementation.

In all, MPS staff held 25 different CDD community engagement and listening sessions in January and February 2020. District leaders reviewed the feedback from these listening sessions, as well as the additional feedback gathered through surveys, focus groups, and other methods, as they made updates to and final decisions about the CDD proposal. Throughout this engagement process, many MPS stakeholders have shared concerns related to specific schools, programs, and situations, such as where new boundary lines are drawn, whether programming at an individual school will change, or what the pathway into a specific high school will be. The district has heard these concerns, and will work to address them through on-going, site-based problem-solving, including by better supporting and communicating with school site councils. This report, however, focuses on how the CDD proposal attempts to address the most prominent shared themes and concerns among the MPS community.

Methods

Trained evaluators in the Accountability, Research, and Equity division collected and analyzed questions and feedback from a number of sources to inform this report. Figure 1, below, lists the data collected by MPS evaluators.

FIGURE 1. CDD ENGAGEMENT DATA COLLECTION.



The data sources above provided both quantitative and qualitative data. Table 1, on the next page, summarizes the methods evaluators used to analyze these data.

TABLE 1. DATA ANALYSIS METHODS.

Data Type	Data Sources Included	Analysis Description
Quantitative	<ul style="list-style-type: none"> Community survey Student survey Staff survey 	Descriptive statistical analysis of closed-ended survey responses, including disaggregation by race/ethnicity and geography.
Qualitative	<ul style="list-style-type: none"> Community survey Student survey Staff survey Student focus groups Listening session questions and comments Online comments Public comments from Board meetings 	<p>Inductive coding to identify emergent themes among open-ended survey responses, listening session questions, comment card responses, and online comments.</p> <p>Data co-interpretation completed in conjunction with MPS Engagement Team in order to identify themes arising in feedback from traditionally underrepresented communities.</p>

Given the extensive amount of feedback data collected, evaluators used sampling methods as part of their analysis process. Table 2, on the next page, outlines the sampling methods used for various data sources.

TABLE 2. DETAILS ON SAMPLING FOR QUALITATIVE ANALYSIS.

Data Source	Sampling method
Community survey	<p>Given the extensive amount of open-ended survey data (there were a total of 13,553 responses across five open-ended questions), it was not feasible for ARE evaluation staff to qualitatively code every response in the timeline provided. To ensure our confidence in the qualitative themes, we coded well beyond a point in which we had reached data saturation (i.e., when no new themes were emerging).</p> <p>For each open-ended question, responses from 1,519 community survey respondents were coded out of approximately 3,250 (varied a bit from question to question) respondents who left open-ended comments. Because the survey respondents were skewed toward white families living in South and Southwest Minneapolis, evaluators coded the vast majority of open-ended responses from families with indigenous children and/or children of color, as well as families living in North and Northeast Minneapolis, and then randomly sampled white families living in South and Southwest Minneapolis to obtain a sample that is more representative of the city's population.</p>
Staff survey	Not applicable; all staff open-ended responses were analyzed.
Student survey	The student survey had several close-ended questions that included an "other – please specify" option. For each question, between 20 and 70 student respondents (out of 1,541) wrote in an answer. ARE evaluation staff reviewed each response and compared them with the close-ended responses. This comparison showed that there were no additional categories or themes within the "other" responses.
Student focus groups	Not applicable; all student focus group data was analyzed.
Listening session questions and comments	Not applicable; all listening session questions and comments were analyzed.
Online comments	All 761 MPS website comments that were posted between 10/13/19 and 2/10/20 were analyzed. Given internal deadlines, comments that were received after that date were not analyzed for purposes of this report (but were read by MPS staff and used for building out the online CDD FAQ).
Public comments from Board meetings	All public comments from the 2/11/20 and 3/10/20 Board of Education meetings were analyzed. These two meetings were chosen because they included extensive public comments regarding the CDD, and took place after district leaders shared information with the community at CDD listening sessions. Additionally, district leaders shared new information regarding changes to the CDD proposal at each of these meetings, as they made adjustments to the proposal in response to community feedback.

Summary of CDD Feedback Findings

Below, we present the themes from student, staff, family, and community member feedback on the CDD, followed by ways in which the CDD proposal addresses that feedback. These findings are organized into four main themes: 1) views on school integration, 2) potential benefits of the CDD, 3) questions and concerns about the CDD, and 4) future implementation considerations.

CDD Feedback Theme 1: Views on School Integration

Finding 1a:

The CDD community survey asked respondents, “How many more minutes beyond your child(ren)’s current travel time would you be comfortable having them travel to attend an innovative and integrated magnet school?” Most community survey respondents **do not want their child(ren) traveling more than 20 minutes in addition to their current travel time** to attend an innovative and integrated magnet school.

District Response:

The CDD will place magnet sites in central areas of Minneapolis and will increase the number of community schools, which will limit travel time for students.

Finding 1b:

The CDD community and staff surveys also asked respondents whether they consider integration when choosing a school or when deciding where to work.

- **71% of community survey respondents said they consider integration when choosing a school.**
- **60% of staff survey respondents said they consider integration when deciding where to work.**

District Response:

- The CDD attempts to reduce the number of racially identifiable schools and schools with high concentrations of poverty through boundary changes, changes to student placement protocols, and by placing magnet sites in more centralized areas of Minneapolis.
- MPS projects that CDD implementation will result in eight racially identifiable schools, including one high school and two culturally specific sites, and seven high poverty schools in the district.

Finding 1c:

The top themes that arose among respondents to the CDD community survey when asked **what integration means to them** appear below. Each of these themes were mentioned in more than 10 percent of survey responses.

- Racial/ethnic diversity among students
- Other types of diversity among students
 - The most common other types of diversity mentioned were diversity of culture, religion, language, and ability
- Economic diversity among students
- Representative of the city/district
- School climate
- Teacher/staff diversity

District Response:

- *Racial/ethnic and economic diversity among students:* See response to 1b.
- *Other types of diversity among students:*
 - *Culture, religion, and language:* we hope that by creating more racially/ethnically and economically integrated schools, there will also be an increase in the cultural, religious, and linguistic diversity of MPS schools.
 - *Ability:* the placement protocols for special education will aim to ensure equitable access to community schools and magnet options for students receiving special education services.
- *Representative of the city/district:* updated placement protocols for magnet schools are designed to achieve enrollment at magnet schools that is as close as possible to the district average for students receiving educational benefits. This desired enrollment will be supported by holding three separate lotteries, including one for students receiving educational benefits.
- *School climate:* MPS will be adopting a new, district-wide climate framework that will support school communities through transitions related to the CDD.
- *Teacher/staff diversity:* MPS is currently undertaking multiple efforts to improve the recruitment and retention of teachers of color in the district. MPS believes that these efforts will lead to increased teacher and staff diversity.

CDD Feedback Theme 2: Potential Benefits of the CDD

Finding 2a:

MPS families and community members, according to the CDD community survey, feel that **increased equity** within the district is the primary potential benefit of the CDD. Potential equity benefits identified by families and community members included distributing resources more equitably across the district, reducing disparities in student outcomes between different racial/ethnic groups, and providing more equitable access to magnet schools.

District Response:

The primary goal of the CDD is to correct systemic injustices and provide a well-rounded education for every student in Minneapolis. MPS believes that the CDD will lead to more equitable distribution of resources across the district, a reduction of disparities in student outcomes, and more equitable access to magnet schools.

Finding 2b:

Many families and community members also identified increased **integration and diversity** at MPS schools as a potential benefit of the CDD. Some respondents specifically mentioned reducing the number of racially isolated schools as a potential positive outcome of the CDD.

District Response:

Increased integration and diversity in MPS schools is one of the goals of the CDD (see the response to Finding 1b for more details). MPS projects that the number of racially isolated schools will be reduced from 21 schools to 8 schools following CDD implementation.

Finding 2c:

Another benefit mentioned frequently by families and community members was the potential for the district to **save money**, especially money spent on transportation, as a result of the CDD. Many families and community members were hopeful that the CDD could also lead to the redistribution of funding to make it more equitable across the district.

District Response:

- MPS projects that the CDD proposal will lead to transportation savings, and will also be funded through Achievement & Integration funds received from the state and a reallocation of existing resources.
- MPS is projecting that the CDD will result in \$6.9 million in transportation savings, which will be available for redistribution among schools.
- The CDD will also reallocate resources to invest in academics and programming areas like STEAM (Science/Technology/Engineering/Arts/Math), Spanish immersion, and CTE (Career and Technical Education), as well as shorter walk zones to improve student safety.

CDD Feedback Theme 3: Questions and Concerns about the CDD

Finding 3a:

When asked what questions and concerns individuals had about the CDD, a main theme across stakeholder groups was concerns about the impact of the CDD on **equity, integration, and demographics**.

Specifically, many families had concerns that:

- the CDD will actually increase segregation in some schools
- the plan will not adequately address the opportunity gap
- the goal of the CDD is actually to cut costs, not to increase equity.

District Response:

- The CDD attempts to reduce the number of racially identifiable schools and schools with high concentrations of poverty through boundary changes, changes to student placement protocols, and by placing magnet sites in more centralized areas of Minneapolis.

Finding 3b:

When asked what questions and concerns individuals had about the CDD, a main theme across stakeholder groups was concerns about **student & family disruptions**.

A major concern, based on survey responses and district-wide listening sessions, was the large number of students who would potentially need to change schools. Many families stated that they do not want their child to change schools, while others worried that the changes would disrupt school communities and potentially cause families to leave the district. Some families wondered how the district would support teachers, students, and families through transitions required by the CDD.

District Response:

- Several updates to the CDD have been made in order to minimize the amount of disruptions for students and families:
 - The district has created a high school transition plan that allows high school students to complete their education at their current high school.
 - Students in schools whose current magnet theme is continuing under the CDD will be held seats in schools with the same theme.
 - There are enough seats for all current immersion students, including students in one-way programming.
 - Students in community schools that are being transitioned to magnet sites will be held seats at that school.
- The district has also created transition plans specific to Special Education that are designed to: create predictability for students, families, and staff; keep students in or close to their neighborhood; align to General Education Protocols and Board Policy; provide equitable access to community schools and magnet options.
 - For students receiving Federal Setting I and II Services: students and families have the same community school and magnet options as general education peers.
 - For students receiving Federal Setting III Services: students will be placed in a citywide program closest to their neighborhood that has availability. Students will also have the opportunity to engage in the lottery process for a limited number of seats at selected magnets.
 - For students receiving Federal Setting IV Services: there will be no change in location of services and community and magnet options available during transition.
 - For high school students: the transition plan aligns with proposed high school recommendations for Citywide Programs and works to reduce the amount of transitions for all students receiving special education services district wide as much as possible.
 - When a model is finalized, each student and their education plan will be reviewed for development of a Citywide Program Transition Plan for 2021-22 and beyond.
- Additional community transition support plans will be created, implemented, and monitored as part of the new, district-wide climate framework.
- Every year approximately 21% of K-7 and 9-12 students transition schools. As part of the new CDD plan adoption, in the 2021-22 school year, an additional 14% of K-7 and 9-12 students are expected to transition. Note: 8th graders are excluded because almost all change schools every year.
- While an initial enrollment decline is possible following CDD proposal implementation, MPS strongly believes that the changes proposed will lead to long-term enrollment gain.

Finding 3c:

When asked what questions and concerns individuals had about the CDD, a main theme across stakeholder groups was concerns about **timeline, implementation, and staffing**.

Many families requested more details about the implementation of changes. Especially prominent questions included whether students will be allowed to continue on in their current schools, what school request and placement policies will be, and how resources will be allocated to schools following any changes. Many families wondered how school staffing would be impacted by the CDD; many families were particularly concerned about retaining and hiring more staff of color. Other families argued that the CDD calls for too much change, too quickly.

District Response:

- The CDD now includes additional details regarding the implementation of changes and student transitions, in particular (see the response to Finding 3b for more details).
- On March 24th, a database will be available where families can enter their address and see what their school options would be under the CDD.
- The new, district-wide climate framework timeline is designed to support schools in preparing for any transitions they may face as a result of the CDD, and to help school communities build a strong sense of community following any transitions. Additional community transition support plans will be created, implemented, and monitored as part of the climate framework.
- The CDD is an effort to stabilize staffing, not an effort to reduce staff. The plan does not include a reduction in staff positions, although there will be efforts to more equitably staff schools across the district. The CDD is also an effort to prevent school closures based on enrollment, which also supports staff stability.
- Beginning this spring, HR will support school leaders with a plan to ensure that all students have access to the highest-quality teachers. This plan will analyze which students have equitable access to high-quality instruction and generate action steps to address disparities in equitable access if and where they exist, and will include a focus on equity in scheduling and strategic staffing support.

Finding 3d:

When asked what questions and concerns individuals had about the CDD, a main theme across stakeholder groups was concerns about the impact of the CDD on **immersion and other magnet programming**.

Many families expressed that moving and/or reducing language immersion magnets would harm school communities and lead to families leaving MPS. Others wondered why the district is considering eliminating or reducing other magnet programs, such as Open and Urban Environmental. Some families argued that removing magnet status from schools in segregated neighborhoods will make those schools more segregated. Some families advocated for increasing the number of magnets, rather than reducing them.

District Response:

- As a result of community feedback regarding the desire for immersion programming, the CDD proposal now includes three centralized K-5 dual immersion magnet sites and a centralized 6-8 dual immersion site.
- There are enough seats for all current immersion students, including students in one-way programming, and students in schools whose current magnet theme is continuing under the CDD will be held seats in schools with the same theme.
- The CDD proposal also now includes a Humanities & Global Studies K-8 magnet.
- Magnet school decisions are based on their ability to close achievement gaps, as well as community feedback about preferences for types of programming. Through the CDD, MPS aims to make meaningful investments in innovative academic programming at magnet schools rather than spreading the money around to bus students to a larger number of magnets. In addition to increased funding, there will also be tighter pathways to middle schools, improved overall quality, and increased accessibility.
- Due to greater building capacity of the schools that are planned to become magnets, there will be an increase in access to magnet programming by 1,000 seats.
- While some of MPS' previous magnet sites would become less diverse as a result of moving to community schools under the CDD, overall, MPS projects that CDD implementation will result in the number of racially identifiable schools across the district decreasing from 21 to 8. Centralized magnet schools are integral to reducing the number of racially identifiable schools in Minneapolis.

Finding 3e:

When asked what questions and concerns individuals had about the CDD, a main theme across stakeholder groups was concerns about **enrollment and families leaving**.

Many families are concerned about the potential effects of the CDD on district enrollment. Some respondents also argued that a potential decrease in enrollment will cancel out any potential savings from the CDD. Some families explained that they are considering leaving MPS as a result of the CDD.

District Response:

- While an initial enrollment decline is possible following CDD proposal implementation, MPS strongly believes that the changes proposed will lead to long-term enrollment gain.
- MPS projects that the CDD proposal is fundable through transportation savings, Achievement & Integration funds received from the state, and the reallocation of existing resources.

Finding 3f:

When asked what questions and concerns individuals had about the CDD, a main theme across stakeholder groups was concerns about **communications and stakeholder engagement**.

Many families requested more details on various elements of the CDD, such as the research and rationale behind the CDD, how the CDD will be implemented, and how individual schools will be affected. Others argued that the district has not authentically listened to families and community members and taken their feedback into account. Some respondents specifically called out a lack of engagement with families of color and families from traditionally underrepresented communities throughout CDD planning and roll-out.

District Response:

Communications and stakeholder engagement so far:

- In January-February 2020, MPS held 25 community listening and engagement sessions. This included districtwide listening sessions, student listening sessions, and culturally specific Parent Advisory Councils.
- The MPS communications department created and regularly updated an FAQ document for the public during this time period.
- MPS staff collected and analyzed community feedback on the CDD using surveys, listening sessions, and focus groups (see the methods section above for more details).

Communications and stakeholder engagement going forward:

- A database will be available where families can enter their address and see what their school options would be under the CDD.
- There will be a focus on strengthening site councils as a means of communicating with and gathering input from school communities. This will include an effort to make site councils more representative of their school populations.
- Task forces will be created to support implementation of the district-wide climate framework. These task forces will be open to representative voices from across the district and will create collective belief statements/expectations for MPS.
- The Accountability, Research and Equity Division will also develop Key Performance Indicators (KPIs) for each of the goals of the CDD that will be measured both quarterly and annually. This will help the district hold itself accountable to the goals included in the CDD.

Finding 3g:

When asked what questions and concerns individuals had about the CDD, a main theme across stakeholder groups was concerns about **K-8 changes**.

Many survey respondents and listening session attendees argued that MPS should maintain the K-8 model. According to these stakeholders:

- Research demonstrates the K-8 model is effective
- The CDD will disrupt successful schools that have developed a strong sense of community
- MPS will need to spend money retrofitting school buildings to accommodate new grade configurations resulting from the proposed plan.

District Response:

- As a result of feedback from the community requesting that K-8s be maintained, the CDD proposal includes two K-8 magnet sites - a STEAM magnet at Sullivan and a Global Studies & Humanities magnet at Jefferson.
- The Climate Framework is being designed to support schools during transitions related to the proposed plan, including K-8 schools that are concerned about losing their strong sense of community. During phase 2 of the Climate Framework (SY20-21), the focus will be on bridging communities. Phase 3 (SY21-22) will be focused on building culture and community at schools.
- The capital improvement plan, which will be available in April, will include allocations for school buildings that need to accommodate new grade configurations.

Finding 3h:

When asked what questions and concerns individuals had about the CDD, a main theme across stakeholder groups was concerns about **budget and funding**.

Some families questioned whether the CDD will actually lead to significant financial savings. Some wondered, for example, whether the CDD would actually reduce transportation costs, while others argued that the CDD would force the district to spend additional funds on updating school facilities. Others argued that MPS should focus on providing resources for all schools, especially schools in North Minneapolis. Other families wondered whether the primary goal of the CDD is actually saving money, rather than increasing equity.

District Response:

- MPS projects that the CDD proposal is fundable through transportation savings, Achievement & Integration funds received from the state, and the reallocation of existing resources.
- MPS is projecting that the CDD will result in \$6.9 million in transportation savings, which will be available for redistribution among schools.
- The CDD will reallocate resources to invest in academics and programming areas like STEAM (Science/Technology/Engineering/Arts/Math), Spanish immersion, and CTE (Career and Technical Education), as well as shorter walk zones to improve student safety.

CDD Feedback Theme 4: Future Implementation Considerations

Finding 4a:

The CDD staff survey included an open-ended question asking respondents about **what kinds of support they will need** as the district works to implement changes related to the CDD. Overall, the top themes that arose among respondents were:

- Supports for teachers and schools
- Transparency and honesty
- Improved communication
- Supports specific to the transition
- Job security
- More information, data, and research
- Incorporate input from stakeholders.

District Response:

- The continuing union negotiations will address many of the needs for greater support that were expressed by staff.
- The CDD is an effort to stabilize staffing, not an effort to reduce staff. The plan does not include a reduction in staff positions, although there will be efforts to more equitably staff schools across the district. The CDD is also an effort to prevent school closures based on enrollment, which also supports staff stability.
- Beginning this spring, HR will support school leaders with a plan to ensure that all students have access to the highest-quality teachers. This plan will analyze which students have equitable access to high-quality instruction and generate action steps to address disparities in equitable access if and where they exist, and will include a focus on equity in scheduling and strategic staffing support.
- A document will be made available on the CDD website that shows sources of feedback and evidence related to each main component of the CDD.
- See the response to finding 3f for more details regarding communication, transparency and honesty, and stakeholder input.
- For supports specific to the transition: see the response to Finding 3c.

Finding 4b:

The community and staff surveys asked respondents to indicate **how they would like the district to prioritize the use of resources** above and beyond what is already allocated.

- Staff support for student behavior and mental health was the top priority for both community and staff survey respondents.
- Over 50% of both staff and community survey respondents also said that resources to improve math and literacy outcomes are a high priority.
- Over 50% of community survey respondents also said that college credit earning opportunities for high school students are a high priority.
- Over 50% of staff survey respondents also said that the following are a high priority:
 - Yearly salary increases for all district staff
 - High-5 (pre-Kindergarten) programming
 - Staff support for students with special needs above and beyond the district's current commitment.

District Response:

- MPS is taking these priorities into consideration as it moves forward. Specific efforts related to these priorities include:
 - A transition plan specific to students receiving special education services (see the response to Finding 3b for additional details)
 - A preK-2 literacy plan that increases staffing support for literacy in every school that has Title I programming.

Finding 4c:

In student focus groups, students expressed a need for:

Welcoming school environments

- An integrated school experience, including diverse enrollment in advanced classes
- Ample extra-curricular opportunities.

Academic excellence and strong teachers

- More staff of color
- Strong student-teacher relationships
- Smaller class sizes
- More individualized instruction
- Culturally relevant and engaging curriculum
- A greater focus on college and career readiness.

Safety

- Students also raised the importance of safe and convenient transportation to school.
- Students at some high schools worry other students view their school as unsafe, and would like to change that perception.

District Response:

- The district-wide climate framework will be focused on creating welcoming school environments throughout the district.
 - One component of the Climate Framework is a focus on strengthening relationships.
- For more details on recruiting and retaining more staff of color, see the response to Finding 1c.
- See finding 4a for additional details on a teacher equity plan to support equitable access to high-quality instruction.
- The Global Studies & Humanities magnet will have an explicit focus on providing culturally relevant pedagogy, and community schools will offer a culturally-sustaining curriculum developed and informed with stakeholder input and implemented through an equity lens.
- Walk zones will be shortened in order to improve safety for students.
- The CDD proposal seeks to better balance enrollment across the district, which could also reduce class sizes at some sites.
- MPS' new academic plan includes an increased focus on college and career readiness.
- The current CDD proposal does not explicitly call for an increase in individualized instruction. This is something the district could explore in coming years.

APPENDIX A: FULL REPORT OF FINDINGS

This appendix presents the complete findings from the community feedback that was collected in January – March 2020 through surveys, listening sessions, Board of Education meetings, student focus groups, and an online feedback form. The findings are organized by four themes: (1) views on school integration, (2) potential benefits of the CDD, (3) questions and concerns about the CDD, and (4) future implementation considerations. The table below shows which data sources support each theme and sub-theme.

TABLE 3. DATA SOURCES MAPPED TO THEMES AND SUB-THEMES

Theme	Sub-theme	Primary Data Sources				Secondary Data Sources (used for triangulation with primary data sources)	
		Community Survey	Staff Survey	Student Survey	Student Focus Groups	Listening Sessions, Online Comments, and Board Meetings	Co-interpretation with MPS Engagement Team
Views on school integration							
	Willingness to travel to schools	X					
	Views on school choice	X	X				
	Views on integration	X					
	Specific demographic makeup	X	X				
Potential benefits of the CDD		X	X			X	
Questions and concerns about the CDD							
	Questions and concerns: themes shared across stakeholder groups	X	X		X	X	X
	Distrust	X	X		X	X	X
	Additional themes		X			X	
Future implementation considerations							
	Staff needs for support during implementation		X				
	Priorities for resource allocation	X	X				
	Additional areas for resource allocation	X	X				
	Student priorities for their schools			X	X		

Section 1. Views on School Integration

Integration – Willingness to Travel to Schools

Community Survey

Key finding: Most community survey respondents do not want their child(ren) traveling **more than 20 minutes** in addition to their current travel time.

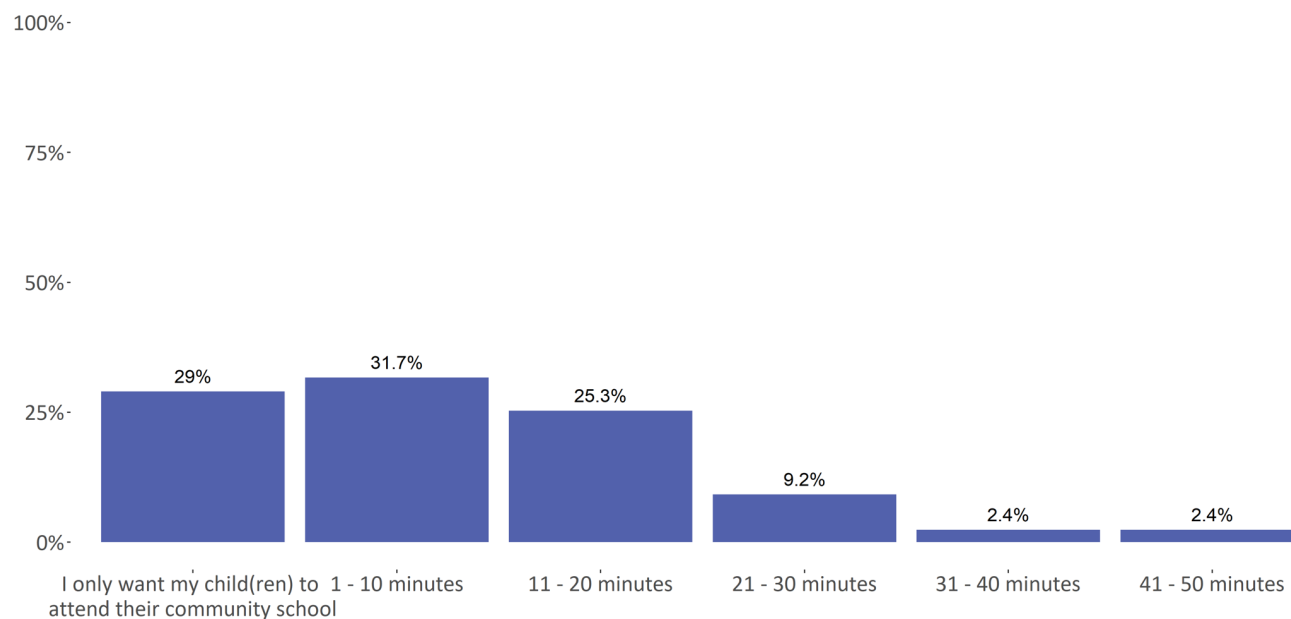


Figure 1: How many more minutes beyond your child(ren)'s current travel time would you be comfortable having them travel to attend an innovative and integrated magnet school? Community Survey.

Group-specific finding: Respondents with a child(ren) of color appear slightly more willing to travel longer distances.

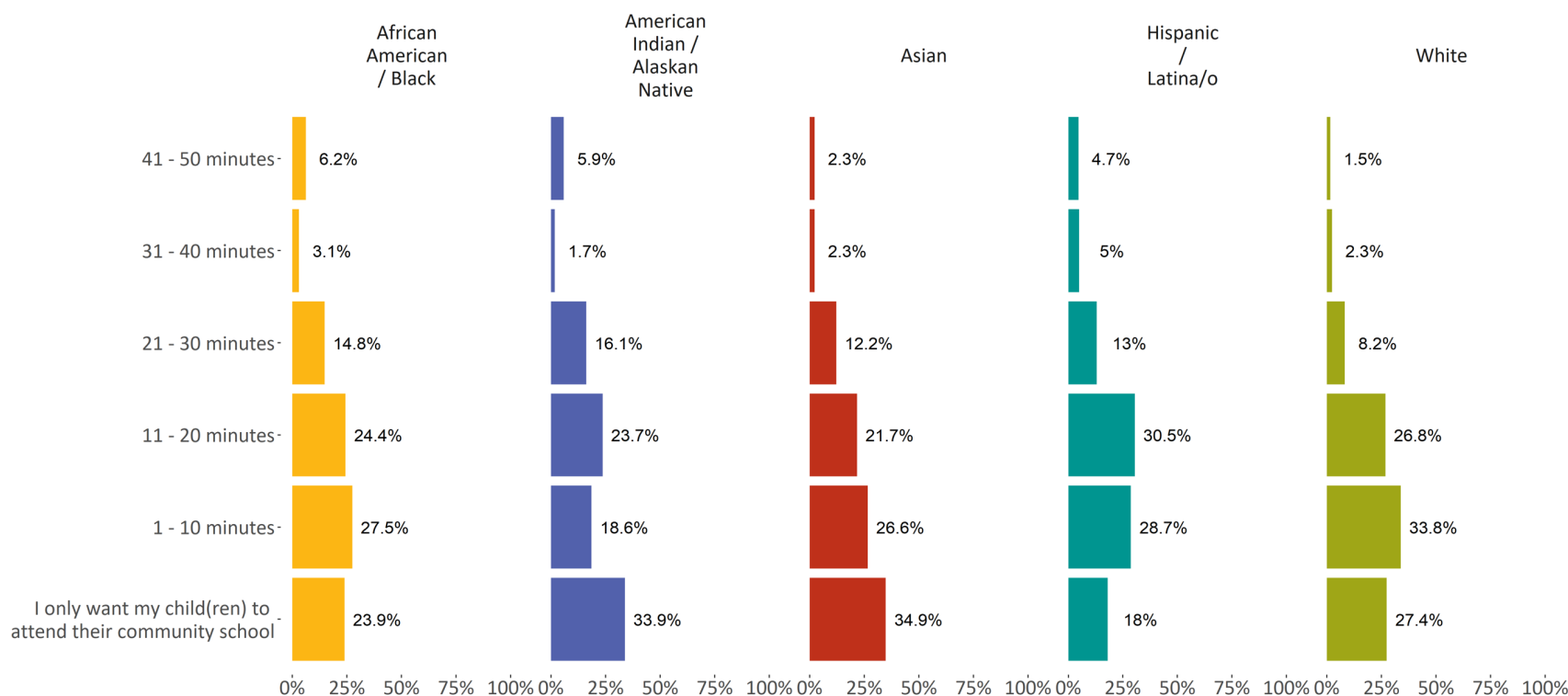


Figure 2: How many more minutes beyond your child(ren)'s current travel time would you be comfortable having them travel to attend an innovative and integrated magnet school? Community Survey.

Group-specific finding: There are some large differences by area of the city in terms of preferences for only attending their community school - ranging from 21% of respondents in north Minneapolis to 34% of respondents in southwest Minneapolis

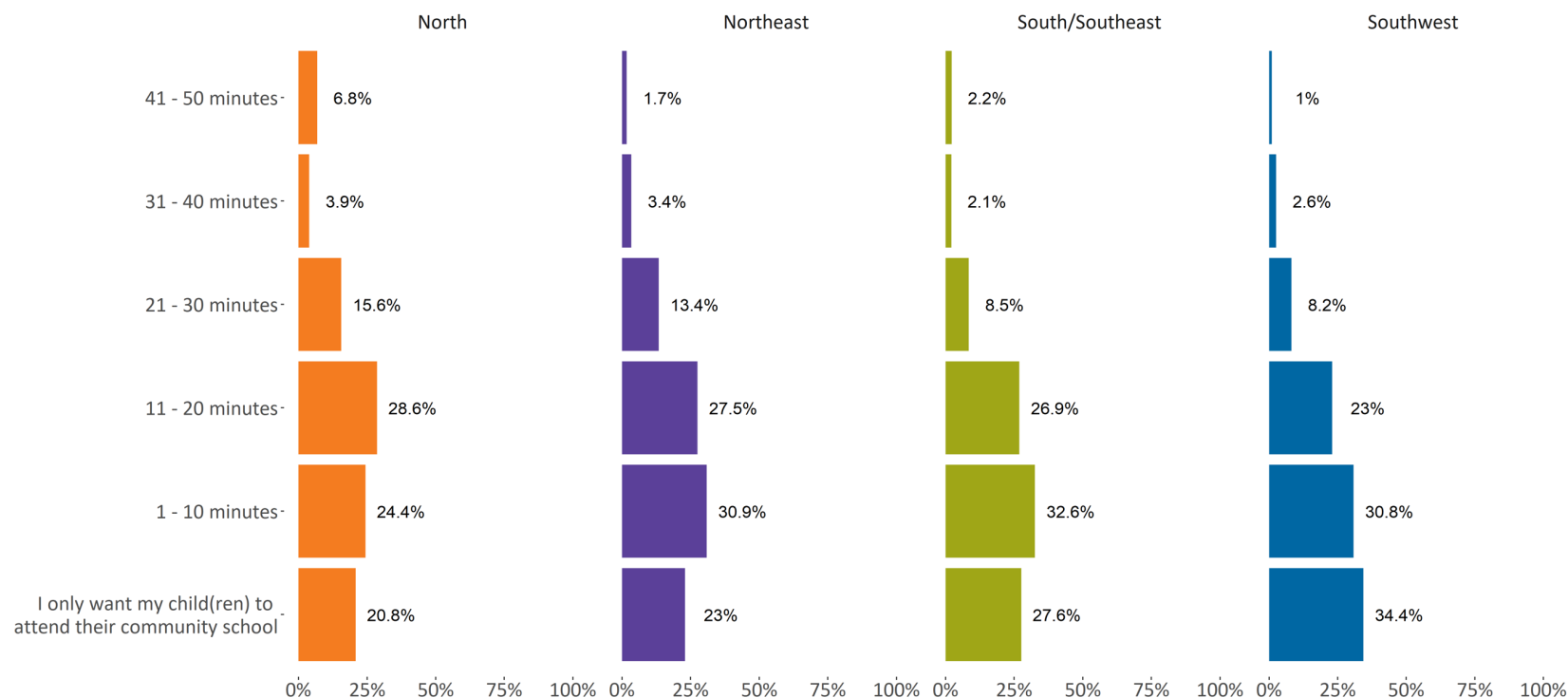


Figure 3: How many more minutes beyond your child(ren)'s current travel time would you be comfortable having them travel to attend an innovative and integrated magnet school? Community Survey.

Integration – Views on School Choice

Community Survey

Key finding: Overall, **71% of community survey respondents said they consider integration** when choosing a school.

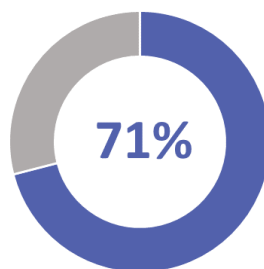


Figure 4: Percentage of respondents who said they consider integration when choosing a school. *Note:* those who selected “not applicable” were removed from this analysis. Community Survey.

Group-specific finding: The percentage of respondents (for those who provided the race/ethnicity of their children) saying they consider integration ranges from 63% of respondents with American Indian/Alaskan Native children to 80% of respondents with Hispanic/Latino/a children.

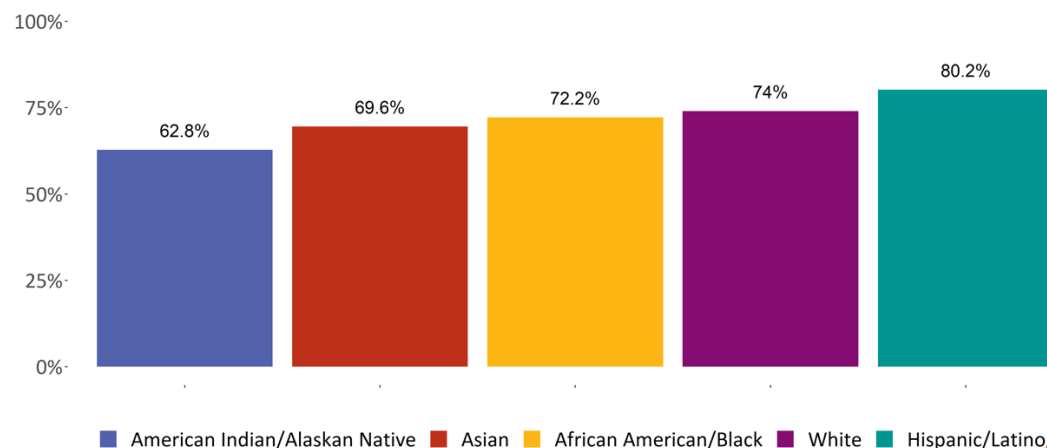


Figure 5: Percentage of respondents who said they consider integration when choosing a school.
Note: those who selected “not applicable” were removed from this analysis. Community Survey.

Group-specific finding: The percentage of respondents saying they consider integration ranges from 67% of respondents living in southwest Minneapolis to 82% of respondents living in northeast Minneapolis.

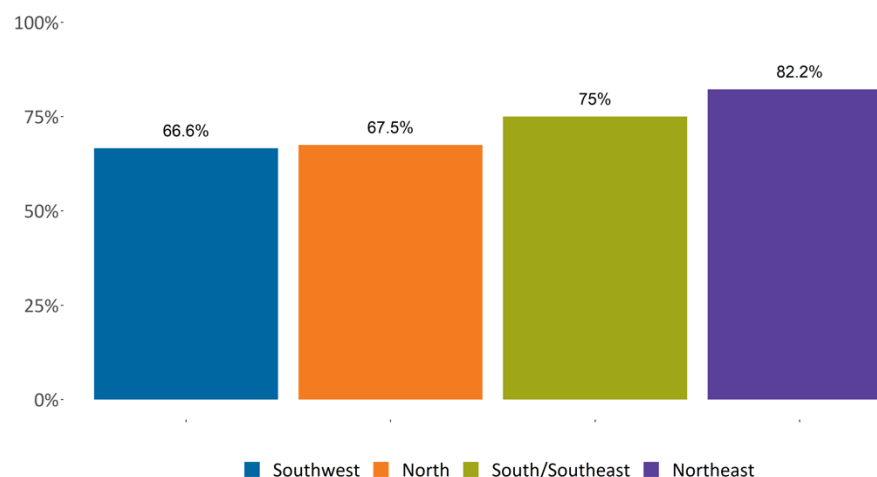


Figure 6: Percentage of respondents who said they consider integration when choosing a school.
Note: those who selected “not applicable” were removed from this analysis. Community Survey.

Staff Survey

Key finding: Overall, 60% of staff survey respondents said they consider integration when deciding where to work.

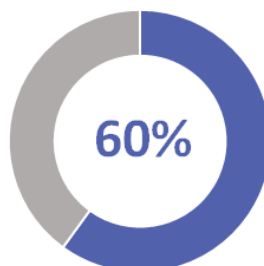


Figure 7: Percentage of respondents who said they consider integration when deciding where to work. *Note:* those who selected “not applicable” were removed from this analysis. Staff Survey.

Group-specific finding: The percentage of staff survey respondents saying they consider integration when deciding where to work ranges from 48% of American Indian/Alaskan Native respondents to 72% of Hispanic/Latino/a respondents.

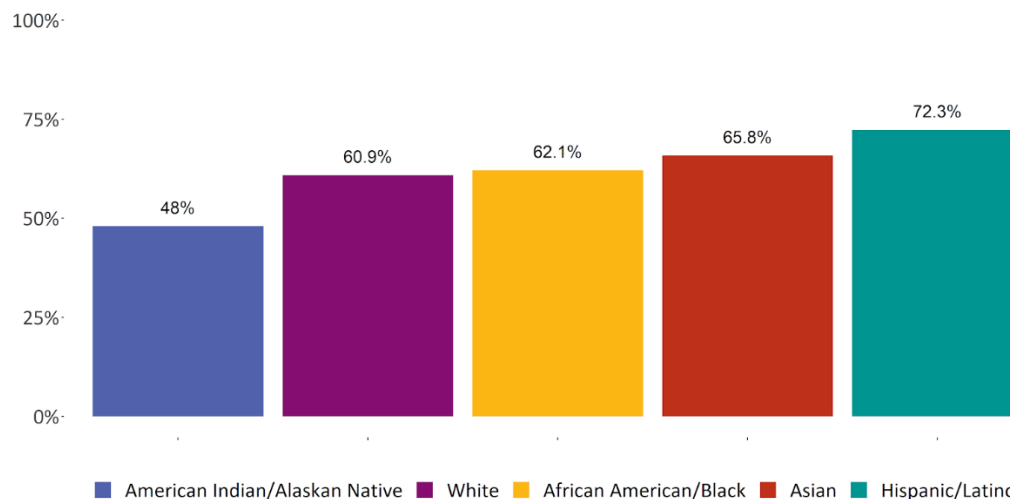
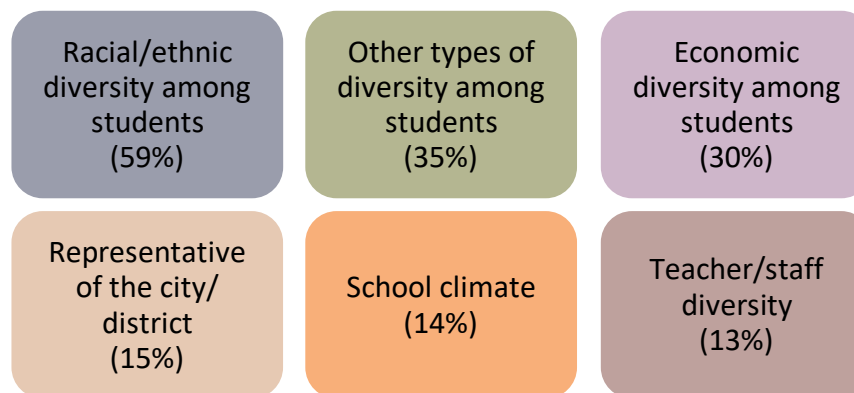


Figure 8: Percentage of respondents who said they consider integration when deciding where to work. *Note:* those who selected “not applicable” were removed from this analysis. Staff Survey.

Views on Integration

Community Survey

Key finding: the top themes that arose among respondents to the CDD community survey when asked what integration means to them appear below. Each of these themes were mentioned in more than 10 percent of survey responses (the percent for each theme is shown in parentheses below).



A description of each category, as well as representative quotes, are provided below.

Racial/ethnic diversity among students – Community Survey

The racial/ethnic diversity among students theme included statements that mentioned **general racial/ethnic diversity**, as well as statements that were more specific. Among the more specific comments, the most common ones referenced 1) having **multiple racial/ethnic groups represented** (with some respondents specifying that no one group should have a majority or large majority) and 2) **maximum threshold for white students or a minimum threshold for students of color**.

Please define what an integrated school looks like to you:

“In a place like Minneapolis, an integrated school would not have any racial majority. It would be multi-racial with substantial numbers of kids from each racial/ethnic group.”
-Community Survey Respondent

“Students from a variety of backgrounds with strong representation of non-white kids — not just a mostly white school with a few people of color.” -Community Survey Respondent

“An integrated school must have more than 20% representation of the non-dominant race/s in the school.” -Community Survey Respondent

Other types of diversity among students – *Community Survey*

The most common types of diversity not related to race/ethnicity or economic status that respondents included were **diversity of cultures, ability, religion, and language**. In addition, many respondents mentioned overall diversity (without referencing a specific kind) or diversity of backgrounds.

Please define what an integrated school looks like to you:

“Integrated schools is more than race. It should include students of all different backgrounds, beliefs, abilities, sexual orientation.”
-Community Survey Respondent

“A school with as many cultures and languages as possible. People from very different backgrounds. Rich in diversity.” -Community Survey Respondent

“An integrated school includes a diverse community of students, including those with visible and invisible disabilities, a range of socioeconomic backgrounds, multiple languages, cultural and religious heritages.”
-Community Survey Respondent

Economic diversity among students – *Community Survey*

This theme represents any mention among respondents of **diversity of incomes or socioeconomic statuses** within a school.

Please define what an integrated school looks like to you:

“A school where, at minimum, 1/3 of students do not qualify for FRL [free and reduced lunch]. Academic achievement is more highly tied to poverty than to race.” -Community Survey Respondent

“Students from a wide variety of socioeconomic backgrounds learning about their shared role in today's international society.”
-Community Survey Respondent

“Economic integration, kids of wealthy, middle class & poorer families.” -Community Survey Respondent

Representative of the city/district – *Community Survey*

The representative of the city/district theme refers to a school's student population **resembling the city/district's demographic makeup**, either generally or specifically with respect to race and ethnicity.

Please define what an integrated school looks like to you:

"An integrated school more closely reflects the overall demographic make-up of the city as a whole, not any one neighborhood/ community alone." -Community Survey Respondent

"Any one school would be reflective of the district as a whole. So since 35% of district students are white, then ideally a school's population would also be 35% white." - Community Survey Respondent

"Demographically it looks like the city it is in." - Community Survey Respondent

School climate – *Community Survey*

The school climate theme includes comments related to students' and families' experiences with their school, especially for historically underserved communities. Within this theme, the most common categories are related to having a **diverse/culturally relevant curriculum**, the school feeling **welcoming for all, each student receiving the services and supports they need**, and **students of different backgrounds learning from each other**.

Please define what an integrated school looks like to you:

"In my opinion, fair is not equal. Integrated schools means students getting what they need to do their best, socially, emotionally, and academically." -Community Survey Respondent

"Multi-racial, multi-lingual, multi-cultural learning environment with a curriculum that is not biased towards any one race, language, or culture, nor any singular religion or ideology. Science, math, and other courses teach with this approach in mind." -Community Survey Respondent

"I think integration goes beyond numbers. It would be fully possible to have a school that is quite diverse and yet still racially isolated if all students and families are not welcomed and treated equally." -Community Survey Respondent

"An integrated school is one where students learn from each other and celebrate each others' unique differences." -Community Survey Respondent

Staff/teacher diversity – *Community Survey*

The teacher/staff diversity theme refers to a school having **diverse teachers and staff**. Some respondents mentioned having **teachers and staff of color**, whereas other respondents mentioned teacher/staff diversity more broadly.

Please define what an integrated school looks like to you:

“To me, an integrated school has at least 50% students of color, the teaching staff is at least 25% people of color, and at least one administrator is a person of color. I don't think a school is integrated if all the teachers and administrators are white.” -Community Survey Respondent

“An integrated school has teachers, staff, and leadership who look like the student body they serve.” -Community Survey Respondent

Views on Integration – Specific Demographic Makeup

Community Survey

Key finding: For community survey respondents who said they consider integration when making a school choice, the survey asked them to share **what racial and economic makeup they considered**. Overall, the top themes that arose among respondents were:

- 47% of respondents who said they consider integration mentioned specifically considering **racial/ethnic diversity**
 - 13% of respondents said they specifically look for a minimum threshold of percentage of students of color or a maximum threshold of percentage of white students.
- 28% of respondents who said they consider integration mentioned specifically considering **economic diversity**
- 24% of respondents who said they consider integration mentioned considering **other types of diversity**, including **overall diversity** and **cultural and linguistic diversity**

Staff Survey

Key finding: For staff survey respondents who said they consider integration when deciding where to work, the survey asked them to share **what racial and economic makeup they look for**. Overall, the top themes that arose among respondents were:

- 53% of respondents who said they consider integration mentioned specifically considering **racial/ethnic diversity**
- 42% of respondents who said they consider integration mentioned considering **other types of diversity**, including **overall diversity** and **cultural and linguistic diversity**
- 29% of respondents who said they consider integration mentioned specifically considering **economic diversity**

Section 2. Potential Benefits of the CDD

Community Survey

Key finding: **equity, integration, and cost-saving** were the three benefits most frequently identified by MPS families and community members. Respondents identified equity as a benefit at a slightly higher rate than integration and cost-saving.



A description of each category, as well as representative quotes, are provided below.

Equity – Community Survey

MPS families and community members, according to the CDD community survey, feel that increased **equity within the district is the primary potential benefit** of the CDD. Potential equity benefits identified by families and community members included **making distribution of resources more equitable across the district, reducing disparities in student outcomes between different racial/ethnic groups, and more equitable access to magnet schools.**

What do you see as the potential benefits of the CDD?

“Increasing investment in and equity for students and families in historically-underserved areas of the city, and for those students who continue to suffer disparate outcomes due to the complex history of racism and economic inequality in Minneapolis, Minnesota, and the US as a whole is incredibly important. I think the CDD attempts to address a very difficult situation, and one that does not have a single solution pretty well. I trust that the district and staff have done extensive research on options and trade-offs.” - Community Survey Respondent

“Students from a variety of backgrounds with strong representation of non-white kids — not just a mostly white school with a few people of color.” -Community Survey Respondent

Integration, diversity, and multicultural environments – *Community Survey*

Many families and community members also identified **increased integration and diversity** at MPS schools as a potential benefit of the CDD. Some respondents specifically mentioned **reducing the number of racially isolated schools** as a potential positive outcome of the CDD.

What do you see as the potential benefits of the CDD?

“I like the idea of redistributing our schools to be more diverse and am all for that. I’m glad the district is trying to make systemic changes.” -
Community Survey Respondent

“Diversifying the student population at the school level in a satisfying and effective way will increase student's understanding and tolerance of differing communities. This leads to the kind of innovation, connection, and mutual learning that will define success for future generations.” -
Community Survey Respondent

Cost saving and redistribution of funding – *Community Survey*

Another benefit mentioned frequently by families and community members was the potential for the district to **save money, especially money spent on transportation**, as a result of the CDD. Many families and community members were hopeful that the CDD could also lead to the **redistribution of funding** to make it more equitable across the district.

What do you see as the potential benefits of the CDD?

“Less money spent busing kids. Balancing the budget so funds can be focused on school resources for students and teachers.”
- Community Survey Respondent

“[The] district will save money for transportation. Higher needs schools can be allocated more resources to meet the needs of their students.”
- Community Survey Respondent

“More equitable distribution of the district's resources across neighborhoods and ethnic groups.” - Community Survey Respondent

Staff Survey

Key finding: Among staff survey respondents, **equity, integration, and cost-saving** were the three benefits most frequently identified.



A description of each category, as well as representative quotes, are provided below.

Equity – Staff Survey

MPS staff, according to the CDD community survey, feel that **increased equity within the district** is one of the primary potential benefits of the CDD. Potential equity benefits identified by staff included **making programming and other offerings more equitable** across the district, **giving all families equal access to magnet schools**, and **addressing longstanding structures** that have disadvantaged families of color, indigenous families, and low-income families.

What do you see as the potential benefits of the CDD?

“More sustainable programming that includes long-term access to equitable education opportunities throughout the district, regardless of zip code.” - Staff Survey Response

“More balanced schools. We talk about equity and how important it is. However, our academic achievement scores do not show an equitable system. Also, just walking into different schools (e.g. north vs. south) you see how inequitable even the facilities are.” - Staff Survey Response

“A chance to restructure a system that has been failing our students of color and American Indian Students across the board.” - Staff Survey Response

Integration, diversity, and multicultural environments – *Staff Survey*

Many staff respondents saw the CDD as a potential opportunity to **reduce the number of racially isolated schools** in the district and to **increase diversity** in schools. Respondents also mentioned the **academic and social benefits** of having students learn from other students who are different from them.

What do you see as the potential benefits of the CDD?

“More integration would hopefully lead to more student acceptance/ tolerance/friendships with students of various cultural backgrounds” - Staff Survey Response

“Benefits of the CDD are that it would create fewer racially and economically isolated schools which would hopefully raise the effectiveness of all schools.” - Staff Survey Response

“To have a majority of schools that are truly a diverse cross section of language, culture, ethnicity and income.” - Staff Survey Response

Cost saving and redistribution of funding – *Staff Survey*

Staff respondents spoke about the potential to have a more **equitable distribution of funding** across the district, as well as a **targeting of resources** to underserved schools. Many staff members also mentioned the possibility of **reinvesting savings** from transportation costs into schools.

What do you see as the potential benefits of the CDD?

“A more equitable disbursement of resources across the district regardless of the geographic locations and demographics.” - Staff Survey Response

“Putting more money into the schools and less into bussing.” - Staff Survey Response

“I see a potential benefit as bringing resources to Northside schools, schools that are clearly underfunded and less resourced.” - Staff Survey Response

Potential Benefits: Additional Themes

Key finding: additional, but slightly less prominent themes that emerged from the CDD community and staff surveys related to potential benefits of the CDD are listed below (the percent of community survey responses for each theme is shown in parentheses).

Additional Themes

- Strengthening community schools and communities (7%)
- Benefits related to centralizing magnet sites, including more equitable access to programming (6%)
- Improving student outcomes (6%)
- General cost-savings, non-transportation-specific (6%)
- Improving transportation experiences and improving commute times (6%)

Section 3. Questions and Concerns about the CDD

Community Survey

Key finding: the top themes that arose among respondents to the CDD community survey when asked what questions and concerns they had appear below. Each of these themes were mentioned in more than 20 percent of survey responses (the percent for each theme is shown in parentheses below), and appeared as primary questions and concerns among other data sources, as well.



Methods for Triangulating Data on Questions and Concerns

- When triangulating our survey findings about questions and concerns with data from the PACs and other engagement with historically underserved communities, it became clear that there were differences between the data collected through more traditional means (e.g., survey) and the data collected through more authentic, culturally specific outreach efforts.
- For this reason, the findings in this section include a summary that is more easily captured through traditional data collection methods and may reflect more white and privileged voices (referred to as **general engagement**), as well as one that is more representative of the district's underserved communities (referred to as **culturally specific engagement**).
- Each theme also includes a summary of student questions and concerns (referred to as **student engagement**), based on focus groups conducted with high school students, as well as a summary of staff questions and concerns (referred to as **staff engagement**), based primarily on the CDD staff survey.

Questions and Concerns: Themes Shared Across Stakeholder Groups

Community, Student, and Staff Engagement

Equity, Integration, and Demographics – General Engagement

According to the CDD community survey and district-wide listening sessions, many families had:

- concerns that the CDD will actually **increase segregation in some schools**,
- concerns that the plan will not adequately address the **opportunity gap**, and
- concerns that the goal of the CDD is **actually to cut costs**, not to increase equity.

What concerns and/or questions do you have about the CDD?

“It is entirely unclear how any of the plans will address disparities and the achievement gap.” –Community Survey Respondent

“Are we really just primarily aimed at solving the financial problems but couching the changes in more positive themes of equity?” –Community Survey Respondent

Equity, Integration, and Demographics – Culturally Specific Engagement

According to the PAC meetings and community engagement, many families of color:

- question whether the changes proposed in the CDD will **actually lead to integration**;
- feel that the **burden to integrate** often falls on students of color; and
- feel that the CDD should **focus on providing equitable resources to schools** and providing a quality, culturally responsive, and welcoming education to students of color, rather than just on integration.

What concerns and/or questions do you have about the CDD?

“I went to MPS, and the education system is not for us, we have a lot of staff who do not believe in students of color, most teachers are White, and a lot of schools don’t value our students of color. What are you doing to combat the racism attitudes against students of color?” –Somali PAC Attendee

This is just another band-aid. What policies and practices will be redone so we aren’t here in another 5 years. What are we going to do for the students who are truly impacted? (American Indian and African American). –Black PAC Attendee

Equity, Integration, and Demographics – *Student Engagement*

- Based on focus group data, high school students across the city want to see **more, not less, racial and/or cultural diversity** in their school.
- They also emphasized that an integrated school requires **more teachers of color**, regardless of CDD changes.
- Some raised concerns about the **negative experience of a student of color** in a school that becomes even more predominantly white.
- Some students also expressed concern about the potential for “**white flight**” resulting from CDD changes.

What concerns and/or questions do you have about the CDD?

“The idea of trying to remove RIS is a great idea. That enhances the student experience to be exposed to different backgrounds. What's happening now is just a rearrangement of the same deal. The mess and confusion is not worth the very small change that looks like is going to happen.” -MPS Student

“If we’re talking about creating a more diverse student body, is there anything to create a more diverse staff?” –MPS Student

Equity, Integration, and Demographics – *Staff Engagement*

According to the staff survey, many staff members had similar concerns related to equity as community members, including:

- Concerns that the CDD **will do little to integrate MPS schools**, and may even increase segregation in some schools
- Concerns that disruptions related to changing schools will **disproportionately impact students of color** and will be especially challenging for students who have experienced trauma
- Concerns that the CDD does not adequately address **current inequities in school resources, staffing, policies, and practices**

What concerns and/or questions do you have about the CDD?

“We will still have some very segregated schools - maybe more segregated than before the CDD. Another concern is it's unclear to me what the plan is to increase academic achievement and to close the achievement gap - there are a lot of buzz words but I don't see a strong focus on academics.”
–MPS Staff Member

Operationalizing the CDD – General Engagement

Many stakeholders expressed concerns and asked questions about how the district plans to implement the CDD. In general, stakeholders wanted more details on the **timeline for implementation** of the CDD, how **staff** would be affected, how **student placement** would be affected, and how the CDD would impact the district's **budget and resources**. Specific themes arising from the CDD community survey were:

- Many families requested **more details about the implementation** of changes. Other families argued that the CDD calls for **too much change**, too quickly.
- Many families wondered whether students will be **allowed to continue** on in their current schools, what **school request and placement** policies will be, and **how resources will be allocated** to schools following any changes.
- Many families wondered how **school staffing** would be impacted by the CDD; many families were particularly concerned about retaining and hiring more **staff of color**.
- Some families questioned whether the CDD will **actually lead to significant financial savings**. Some wondered, for example, whether the CDD would actually reduce transportation costs, while others argued that the CDD would force the district to spend additional funds on updating school facilities.

What concerns and/or questions do you have about the CDD?

"My concern is how unclear the implementation is. There is no info on that. We would like our children to stay in their current schools regardless of where we live. There is no clear info as to whether that choice will remain."
-Community Survey Respondent

"The current model has too much change in a short period of time."
-Community Survey Respondent

"Costs of significant facility changes are not accounted for."
-Community Survey Respondent

"What will implementation look like? Can kids stay at their current school until they're ready to move up...? What sort of support will be in the buildings? Both for students as they navigate the big changes of new schools, and staff as they are faced with potentially drastically different student demographics."
-Community Survey Respondent

Operationalizing the CDD – Culturally Specific Engagement

- Families of color were especially concerned about the **details of the CDD implementation** and wanted to know **how the CDD will impact their students**.
- Many indicated that the timeline to engage with families, vote on the plans, and implement the changes are **not sufficient** to make these changes successful.
- Overall, many families would like **more investment in academics**, including language support and programs.
- There is also concern about **discrepancies in funding** between schools.
- Families suggested that the district **re-examine their timeline** to ensure all voices are considered.

What concerns and/or questions do you have about the CDD?

"What will happen if this model goes forward? What will happen to the students? The students in Bancroft, Dowling - will they have to move? What is the plan?" –Latino/a PAC Attendee

"If Green turns into a magnet, our kids are in Kindergarten - they won't have the privilege of following that path. They would have to do the lottery. Our people aren't well informed about the lottery. It would be the white people who do the lottery." –Latino/a PAC Attendee

Operationalizing the CDD – Student Engagement

Students felt that the CDD timeline is rushed and wanted more information about how the district will implement the changes that would result from the CDD.

- In particular, students expressed a desire for **clear definitions of terms** that the district uses related to the CDD
- Students were especially concerned about the **issue of student transitions**. In other words, would students be forced to change schools midway through their high school careers as a result of the CDD?
- According to data gathered in focus groups, high school students want **more transparency** related to budget and funding decisions. Students were especially interested in how school budgets are allocated.
- Students were also concerned about **current inequities in funding** for schools across the district.

What concerns and/or questions do you have about the CDD?

“[Continuing on in my school] is important because I want to do a specialized diploma. The American Indian program. If I have to move [schools], that means I'd go to North and they don't have any Ojibwe or any sort of Native stuff. They don't have anything. All that work... wouldn't be for nothing, but it wouldn't be rewarded.”
-MPS Student

“[We] Never know what we're facing [with the budget] until they drop a bomb on us.” -MPS Student.

“Budgets should be increased for small schools. Some schools have huge football fields, science labs... we don't have that.” -MPS Student

Operationalizing the CDD – Staff Engagement

- Based on the staff survey, many staff members are concerned about **the speed and the breadth** of the changes proposed within the CDD. Some staff members who agreed that the district needs to make changes felt that the timeline for change under the CDD is too short.
- Many staff members also explained that they **need additional details** on how the CDD would be implemented, especially related to how the CDD would impact staff, and expressed concern that the district has not provided enough details on implementation.
- Staff survey respondents expressed several concerns related to budget and funding, including the **costs involved** with making changes of this magnitude, **inequitable funding** continuing to exist in the district, and the **long-term sustainability** of funding.

What concerns and/or questions do you have about the CDD?

“If there was more information about the implementation and infrastructure that will support this plan for the community and schools, I feel that some of the growing concerns and push back could be alleviated. I worry about a 'making it up as we go' approach to implementation that will feel chaotic or pushed through at the last minute.” -MPS Staff Member

“I think this plan is too broad and is attempting to do too much at once. We do need to make changes but I think it will have devastating effects if over two-thirds of our students are switching schools.”
-MPS Staff Member

“How will MPS address all of the financial needs that each individual school will need to address their CDD changes?” -MPS Staff Member

Student and Family Disruptions – *General Engagement*

A major concern, based on survey responses and district-wide listening sessions, was **the large number of students who would potentially need to change schools.**

- Many families stated that they do not want their child to change schools, while others worried that the changes would disrupt school communities and potentially cause families to leave the district.
- Some families wondered how the district would support teachers, students, and families through transitions required by the CDD.

What concerns and/or questions do you have about the CDD?

“My concern is that the CDD will be so disruptive that we will not see much gain for any students, even the most ones it is most meant to benefit.” -Community Survey Respondent

“Seems like a massive overhaul that will disrupt a lot of investment of time, money, and community building that people have made in their current kids' schools. Proposed schools seem to fracture the neighborhood base of some schools.” -Community Survey Respondent

“It seems the entire district will be in chaos and students are not equipped to deal with this much change. Yes the need for change and equity is a primary goal but there must be a better way to reach our goals as a community rather than disrupt everyone!” -Community Survey Respondent

Student and Family Disruptions – *Culturally Specific Engagement*

Overall, families of color also expressed concerns about the potential disruptions to students and families caused by CDD.

- Families of color were concerned about **impacts on school culture and climate**, including safety of both those who are changing schools and those whose school population will be changing.
- Many families of color also stated that they **do not want their children to change schools** and worry that the changes will **disrupt school communities**. For example, some Somali, Hmong, and Latinx families expressed that the possible change in school structures will separate families and, in some cases, potentially cause families to leave the district.

What concerns and/or questions do you have about the CDD?

“How will this change guarantee Somali kids in Minneapolis will receive the best education?”
– Somali PAC Attendee

“I don’t think the changes to the schools will be good for the safety of my schools, knowing that they will be separated?”
– Somali PAC Attendee

People tell me to not send my kids to schools in North Minneapolis. My kids are doing just fine in North Minneapolis.
– Black PAC Attendee

Student and Family Disruptions – *Student Engagement*

This did not emerge as a prominent theme in student focus groups. Students suggested that MPS gather input from elementary and middle school students on this topic.

High school students had many questions about the CDD implementation plan and how it would possibly impact their school enrollment. These comments were coded as Timeline, Implementation, and Staffing. At the time of the focus groups, MPS had not provided a response to the question about high school transitions.

Student and Family Disruptions – *Staff Engagement*

Respondents to the CDD staff survey identified a number of concerns related to student and family disruptions. In particular, staff are concerned about:

- The **sheer number of students** who may need to move, and the negative impacts those transitions may have on students and families, including disrupting established relationships
- The **potential for families to leave the district** if they are forced to change schools
- The **district's rationale** for making changes that would cause disruptions for students and families

What concerns and/or questions do you have about the CDD?

"The large amount of movement across the district could result in losing a lot more students." -MPS Staff Member

"There are too many unknowns to justify the disruption of school communities." -MPS Staff Member

"I am deeply concerned about uprooting children from schools that they call home and schools that have worked so hard to gain trust from families and have them have to start new somewhere else. It is going to be damaging." -MPS Staff Member

Questions and Concerns: Additional Themes

Key finding: additional, but slightly less prominent themes that emerged from the CDD community, staff, and student surveys- and were also present in other data sources- are listed below (the percent of responses for each theme in the community survey is shown in parentheses). A sense of distrust in the district, either created by or exacerbated by the CDD roll-out, also appeared in feedback across themes.

Additional Themes

- Concerns about immersion and other magnet programming (13%)
- Concerns about enrollment and families leaving (13%)
- Concerns about communication and stakeholder engagement (12%)
- Concerns about K-8 changes (11%)

Key finding: some additional themes were prominent among staff and attendees of listening sessions that were focused on issues specific to high schools and were held after the CDD community survey had closed, as well as among community members who provided public comments during the Board of Education meetings on February 11 and March 10, 2020. These additional themes are listed below (the percent of responses for each theme is shown in parentheses).

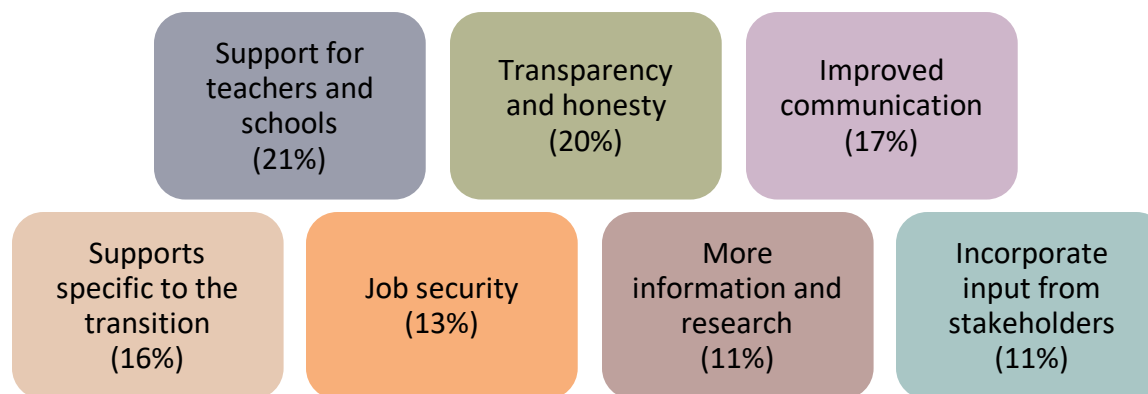
- **Listening Sessions:** questions about academics, including CTE changes (8%), and questions about high school changes (8%).

Section 4. Future Implementation Considerations

Staff Needs for Support During Implementation

Staff Survey

Key finding: The staff survey included an open-ended question asking respondents about what kinds of support they need as the district works to implement changes related to the CDD. Overall, the top themes that arose among respondents were:



A description of each category, as well as representative quotes, are provided below.

Supports for Teachers and Schools – Staff Survey

MPS staff identified many types of support for teachers and schools that will be needed during CDD implementation, such as **smaller class sizes, additional support staff, pay raises for school staff, additional or improved professional learning, and additional school climate supports**. Overall, staff members expressed a desire for **their voices to be centered** in the process.

While recognizing that final decisions have not been made, please share what you need from the district to feel supported in your role as we work to implement changes related to the CDD:

“I need to feel as though my teaching peers and I are valued. Having our voices heard in this process would be a step in the right direction.... Having our compensation increase annually at the rate of inflation (at the very least) would be yet another step in the right direction.”
-MPS Staff Member

“More staff support in the school buildings and less personnel in the district office coming up with plans.” -MPS Staff Member

Transparency and Honesty – Staff Survey

MPS staff want **more transparency** about the CDD, including **how decisions related to the CDD were made**, the **evidence or rationale** behind those decisions, and **more details on how the plan will be implemented**. Many staff expressed concerns that the district did not do enough to incorporate **staff, family, and student input** in the plan, and want to see that improve as any changes are implemented.

While recognizing that final decisions have not been made, please share what you need from the district to feel supported in your role as we work to implement changes related to the CDD:

“I hope the district can be transparent in what the future holds for teachers and staff, especially in schools where major upheaval may be occurring. I hope the district leadership can also recognize that MPS teachers are working extremely hard for students, have a lot of institutional knowledge and deserve to be listened to.” -MPS Staff Member

“Honesty about how this will be rolled out. I think parents, community members and teachers don't trust what the district is saying unfortunately.” -MPS Staff Member

“I need more clarity and to know that the decisions have been made taking into account stakeholders' opinions and knowledge.”
-MPS Staff Member

Improved Communication – Staff Survey

MPS staff want to see **more, and more clear, communication** regarding the CDD and any potential changes. Some staff suggested providing them with **talking points or guidance** that they could use when talking with students and families about the CDD. Others requested that district staff members or leaders **visit their schools more frequently** to discuss the CDD.

While recognizing that final decisions have not been made, please share what you need from the district to feel supported in your role as we work to implement changes related to the CDD:

“It would be great if someone for the district came to the school and spoke to the staff at the school about the changes proposed. We would be educated and could help with communication to families.”
-MPS Staff Member

“More talking points for teachers as we talk to parents who are VERY concerned about how this impacts their student.” -MPS Staff Member

Supports Specific to the Transition – Staff Survey

In addition to **more details on and plans for any potential transitions**, MPS staff want the district to provide **as much time as possible** for staff, students, and families to make changes. In addition, staff want as much **consistency and stability** as possible, as well as **strong support for schools** that will undergo significant changes.

While recognizing that final decisions have not been made, please share what you need from the district to feel supported in your role as we work to implement changes related to the CDD:

“In order to feel supported, I would like to see communities of students and educators maintained as much as possible.”
-MPS Staff Member

“More information about implementation. We have a lot of info about potential changes but way too much unknown. The practical stuff is missing.” -MPS Staff Member

“Strong support for staff that will be forced to change buildings based on the CDD.” -MPS Staff Member

Job Security – Staff Survey

Staff members expressed a desire for **more information about their job security and about potential staffing changes** resulting from the CDD. Staff members at schools whose grade configurations or programming may be changing are especially concerned. In short, staff members want to know how the CDD could affect their jobs and want to be updated as any decisions affecting them are made.

While recognizing that final decisions have not been made, please share what you need from the district to feel supported in your role as we work to implement changes related to the CDD:

“I need more clarity on what the different proposals mean for staffing. Will I have job in the district when this is said and done?”
-MPS Staff Member

“The uncertainty of job status when the CDD kicks in is stressful for teachers. More job security would be very welcome.”
-MPS Staff Member

“Teachers and leaders are concerned about where they will be working in two years. The sooner this is addressed the better.”
-MPS Staff Member

More Information and Research – Staff Survey

MPS staff want more, and more clear, **information on the CDD and the data that has guided the process so far**. In particular, staff want to know more about the research and evidence that supports the plan, as well as evidence showing that the CDD will actually lead to the anticipated benefits.

While recognizing that final decisions have not been made, please share what you need from the district to feel supported in your role as we work to implement changes related to the CDD:

“A clear reason based on sound research that validates the need to make the proposed changes.” -MPS Staff Member

“Show me data that shows that this will work.”
-MPS Staff Member

“Clear communication regarding rationale for decision making.” -MPS Staff Member

Incorporate Input from Stakeholders – *Staff Survey*

As the district implements any changes resulting from the CDD, staff members want to know that the district is **authentically listening to stakeholders**- teachers, staff members, and families- and responding to their input.

While recognizing that final decisions have not been made, please share what you need from the district to feel supported in your role as we work to implement changes related to the CDD:

“Listen to what families are sharing, listen to what staff members and teachers share-don't just hold listening sessions to hold listening sessions when your mind is already made up. RESPOND to community, family and staff concerns about the plan in an authentic and transparent way...” - MPS Staff Member

“I need to know that the decisions being made are practical and make use of the input of families. I want to know that money is not being wasted on the process and future implementation. I want to know that staff are being heard and being taken seriously and as a source of valuable knowledge about what students need.” -MPS Staff Member

Priorities for Resource Allocation

As part of the CDD process, MPS may have the opportunity to redistribute its resources to better match its community values. The community and staff surveys asked respondents to indicate how they would like the district to **prioritize the use of resources** above and beyond what is already allocated. This section presents community and staff responses to those questions.

Community Survey

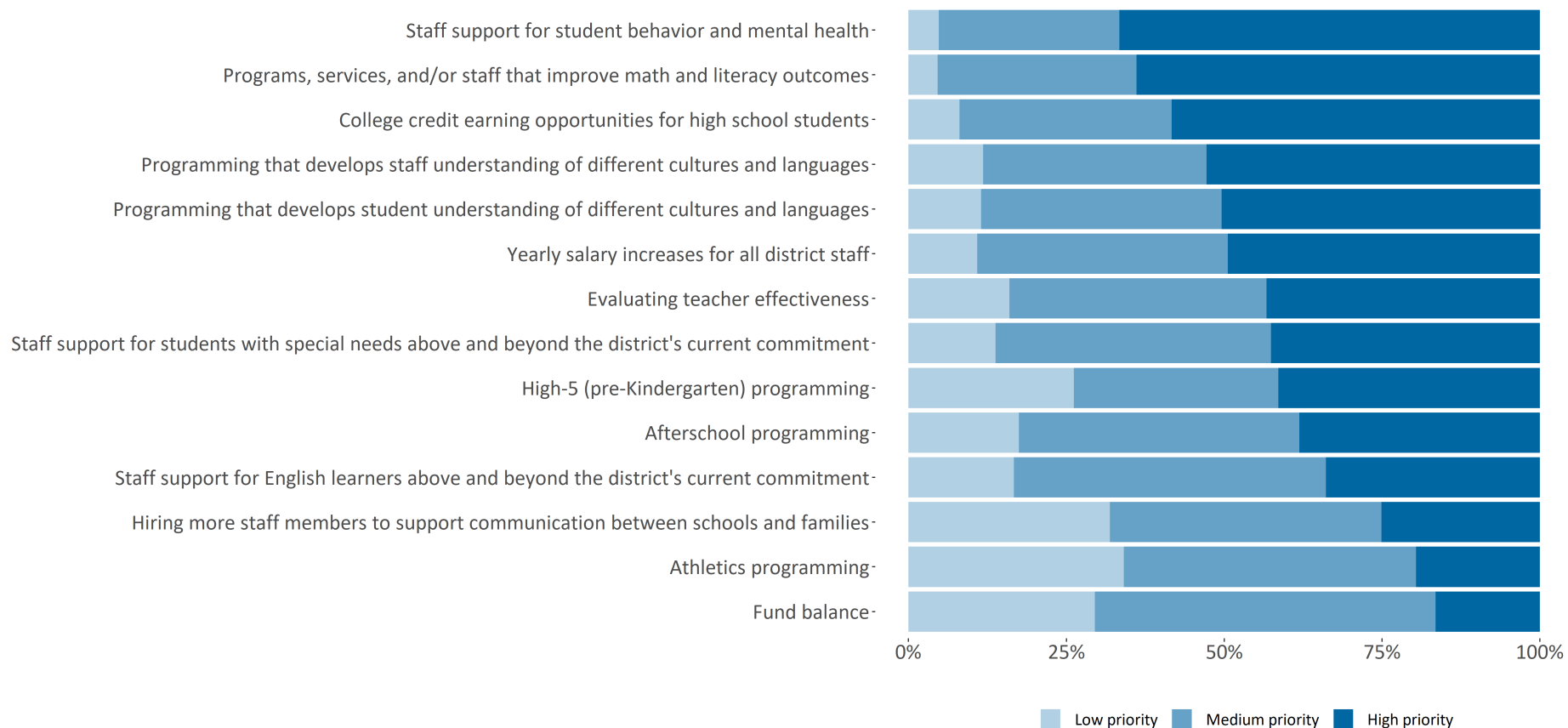


Figure 9: Priorities for resource use, above and beyond what is already allocated. Community Survey.

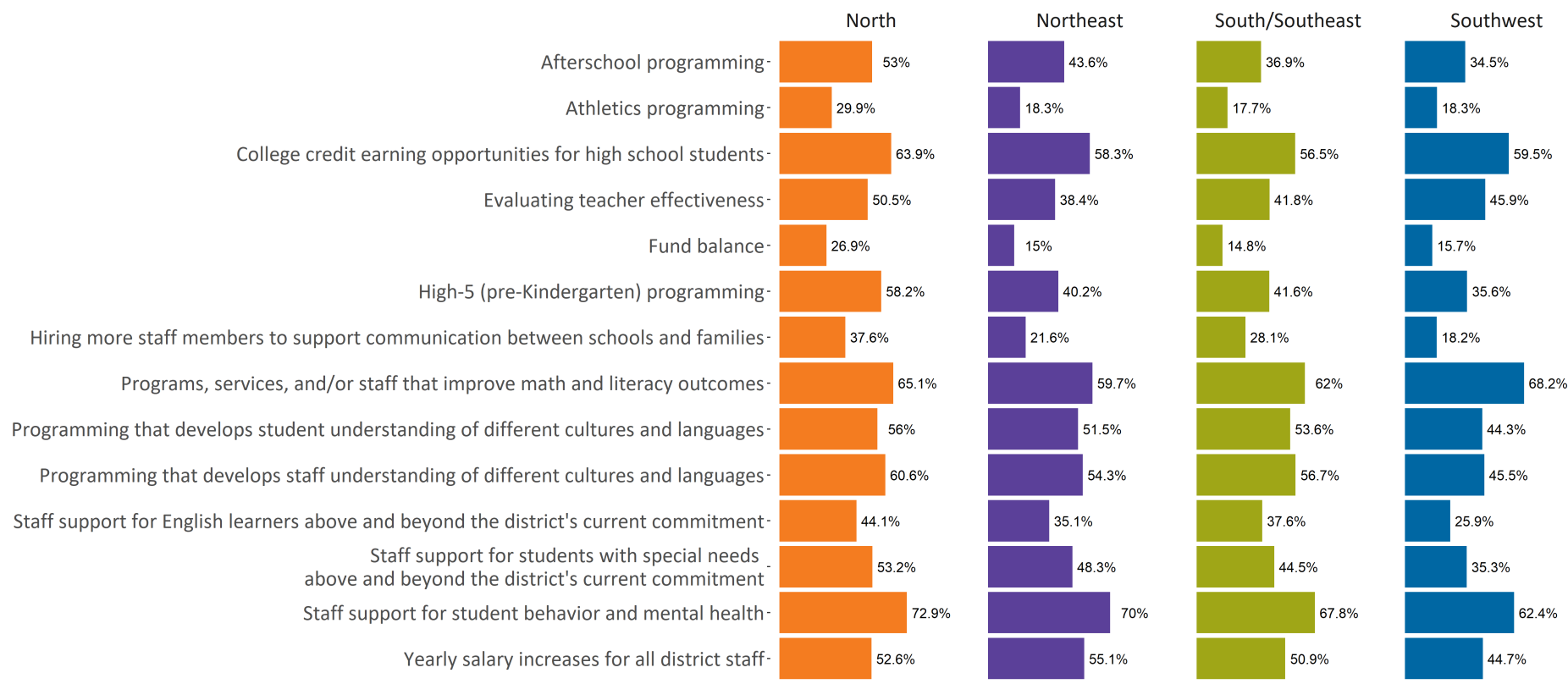


Figure 10: Group-specific findings by region of the city (percentage who said the area is a high priority). Community Survey.

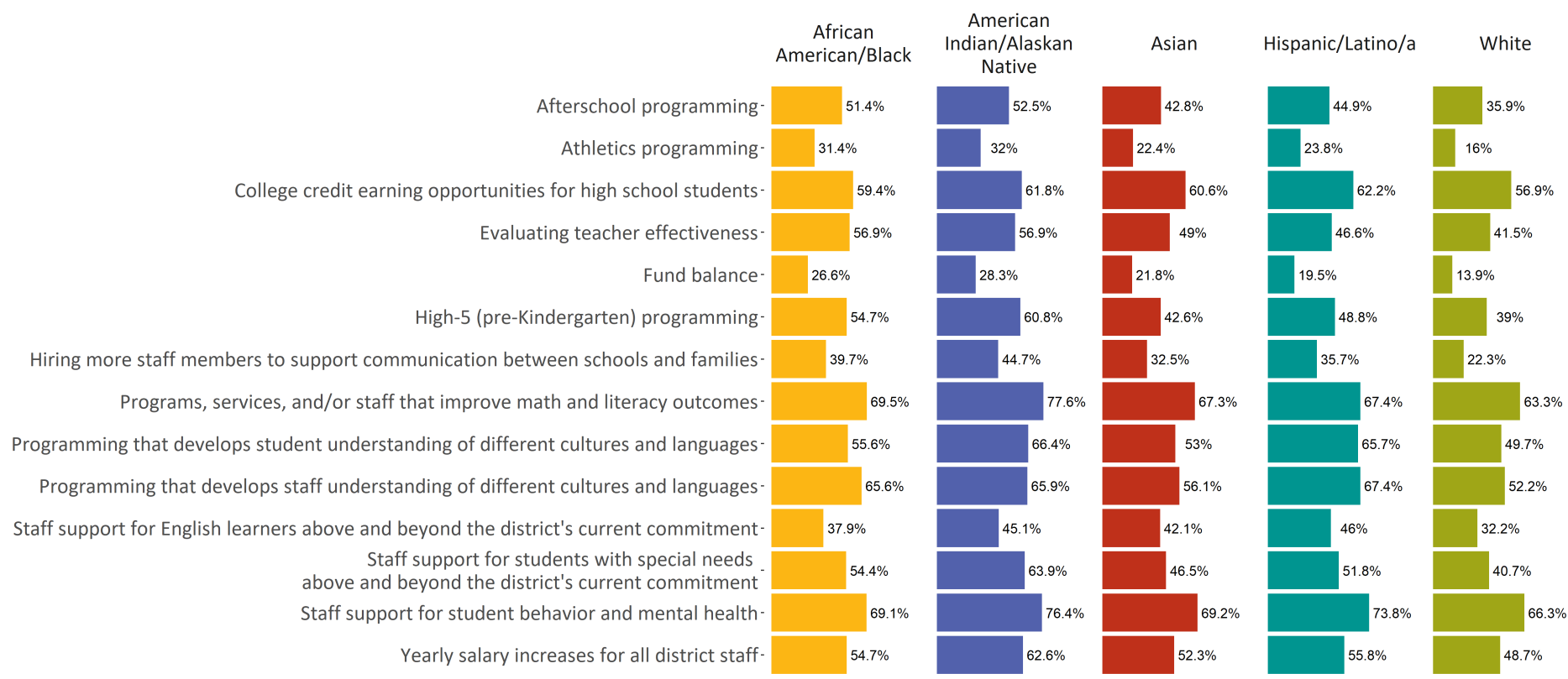


Figure 11: Group-specific findings by race/ethnicity (percentage who said the area is a high priority). Community Survey.

Staff Survey

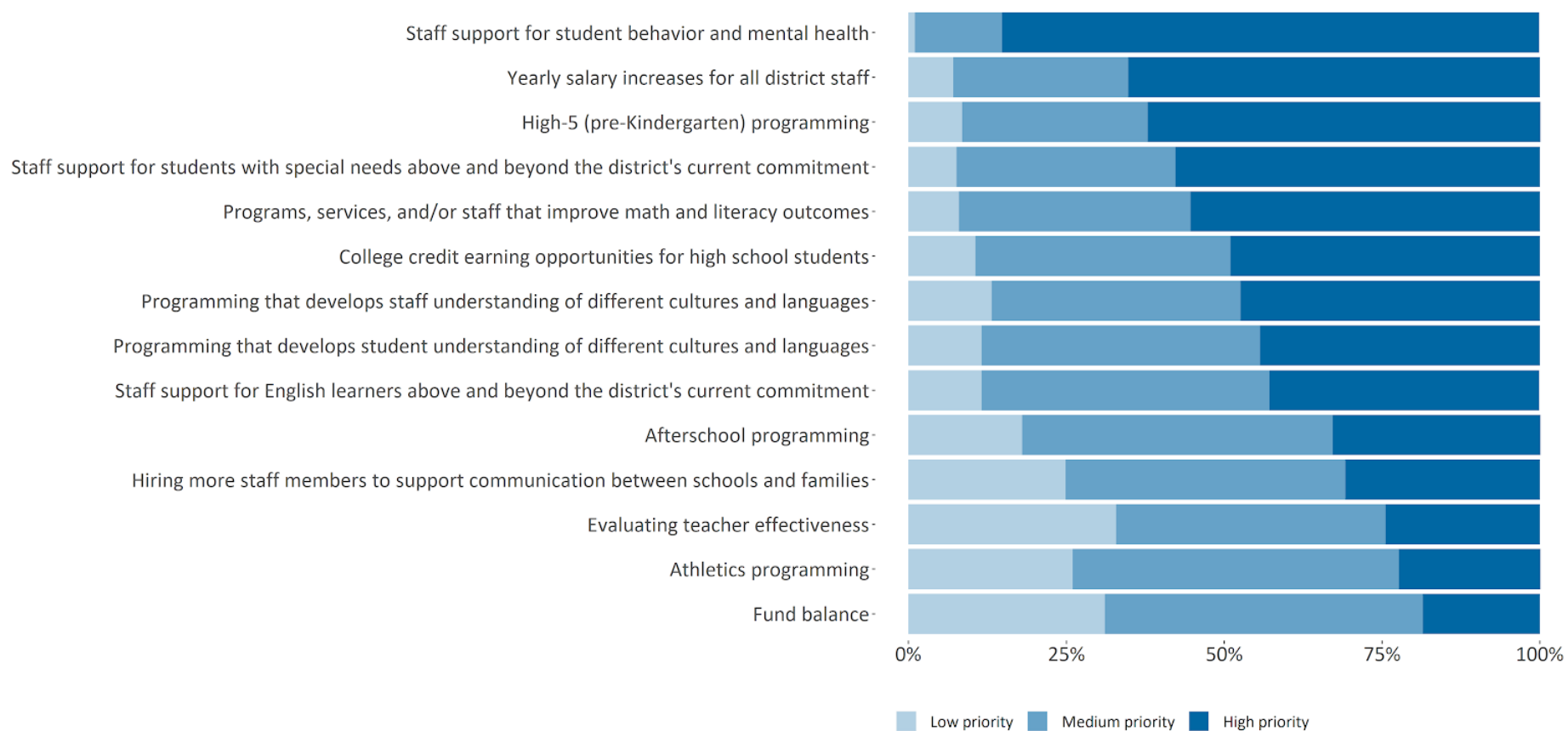


Figure 12: Priorities for resource use, above and beyond what is already allocated. Staff Survey.

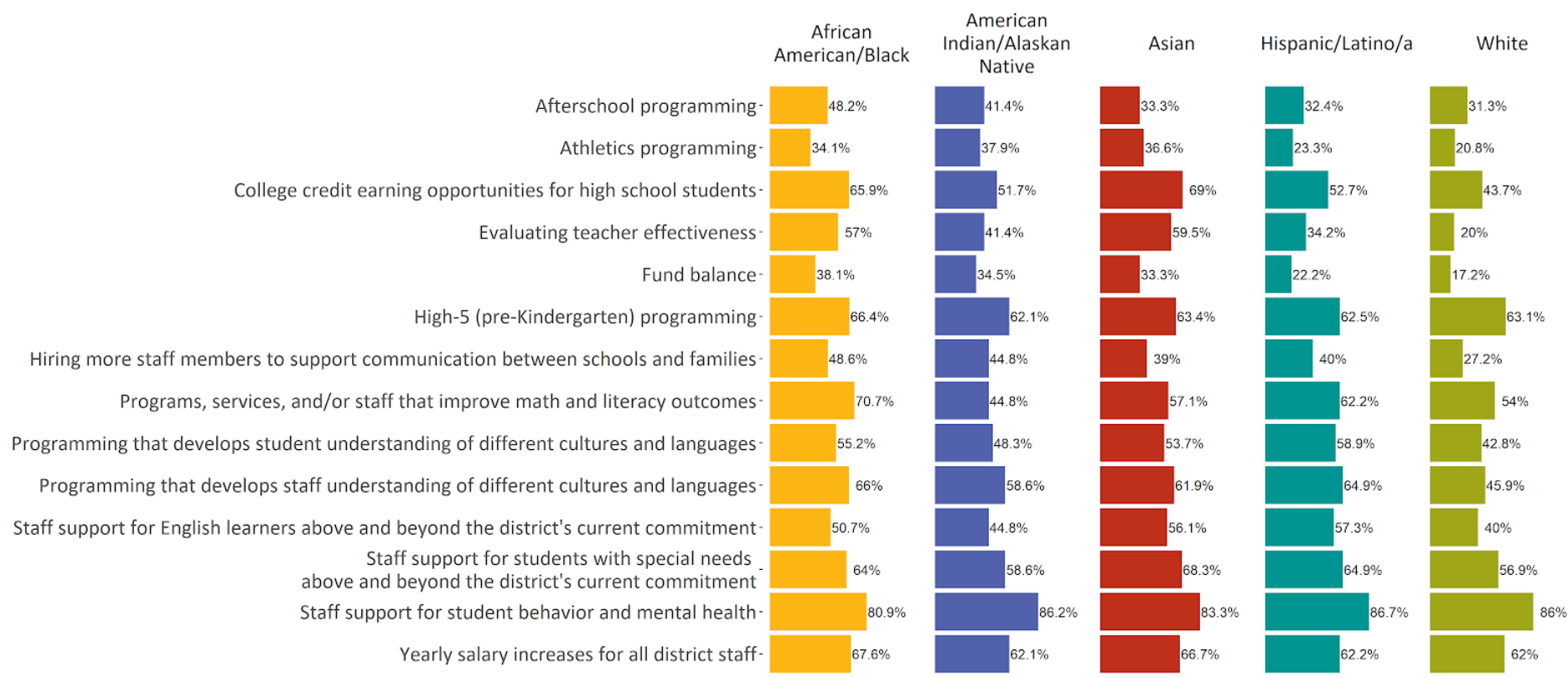


Figure 13: Group-specific findings by race/ethnicity (percentage who said the area is a high priority). Staff Survey.

Additional Areas for Resource Allocation

Community Survey

When asked if there are any additional areas where they would recommend the district redistribute funding, respondents to the CDD community survey identified a number of ideas. The most common responses are listed below:

- Visual and performing arts (11% of responses)
- Specialized programming, such as IB, Montessori, dual immersion, and others (9%)
- Teacher recruitment and retention (9%)
- Academics and instruction, including core instruction (8%)
- Student and family support services (7%)
- ESPs and other staff members (6%)
- Advanced learner services (6%)
- Smaller class sizes (6%)
- Climate and safety (5%)
- Teacher salaries and wages (5%)

Staff Survey

When asked if there are any additional areas where they would recommend the district redistribute funding, respondents to the CDD staff survey identified a number of ideas. The most common responses are listed below:

- Staff recruitment and retention (25% of responses)
- Staff and teacher salaries and wages (14%)
- Eliminate positions / cut, reallocate, or redistribute budgets or wages (12%)
- Student support services (10%)
- Smaller class sizes (10%)
- Transportation/facilities (9%)
- Staff training / professional development / supports (8%)
- Climate and safety (8%)

Student Priorities for their Schools

Student Survey

The student survey asked about respondents' priorities regarding what they value in a school. There were two categories of questions:

1. **How students define a well-rounded education:** as part of the student placement Equity and Diversity Impact Assessment (EDIA) in the fall of 2019, MPS asked students what they looked for when choosing a high school. There were **five factors that students said were most important:** a welcoming school, academic excellence, teachers that meet their needs, a school that addresses behavior problems in a way that meets their needs, and that the school is in a safe neighborhood. For each of these five factors, the **CDD student survey asked respondents to identify specific school characteristics** that were most important to them.

The student focus groups provided additional context regarding how students define a welcoming school, academic excellence (including teachers), and safe neighborhoods.

2. **Offerings that students care about:** the survey asked students to rate different programmatic offerings (e.g., athletics, advanced placement courses) by how much they cared about them.

In addition to reporting aggregate findings, the results are broken down by respondents' race/ethnicity.

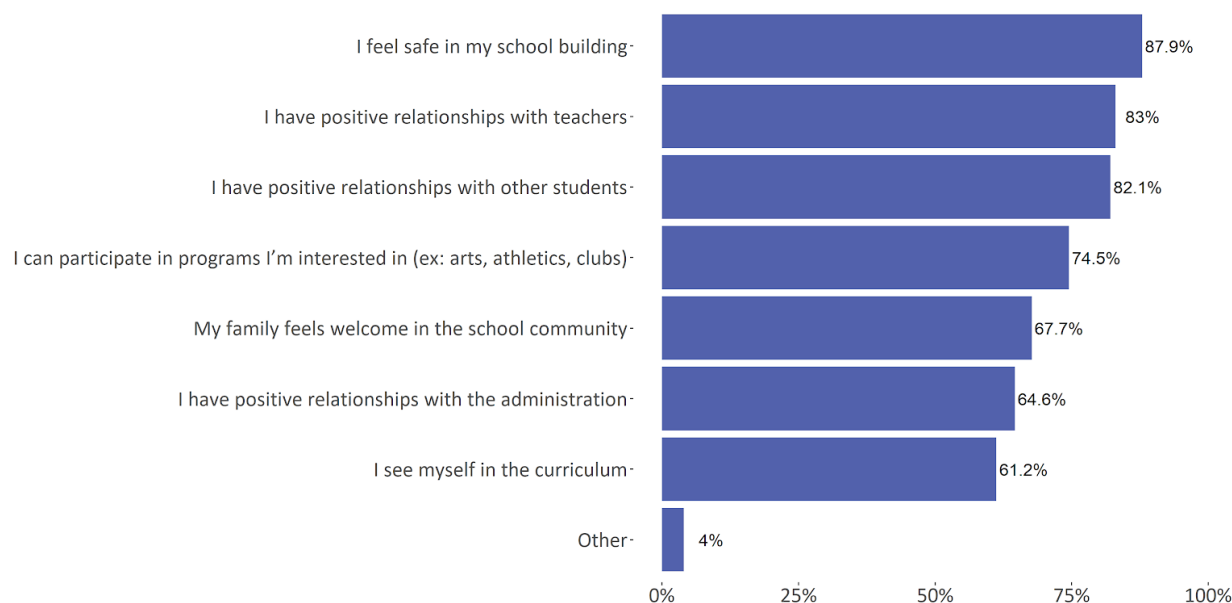


Figure 14. How Students Define a Welcoming School (Percent of Students Selecting these Elements of a "Welcoming School"). Student Survey.

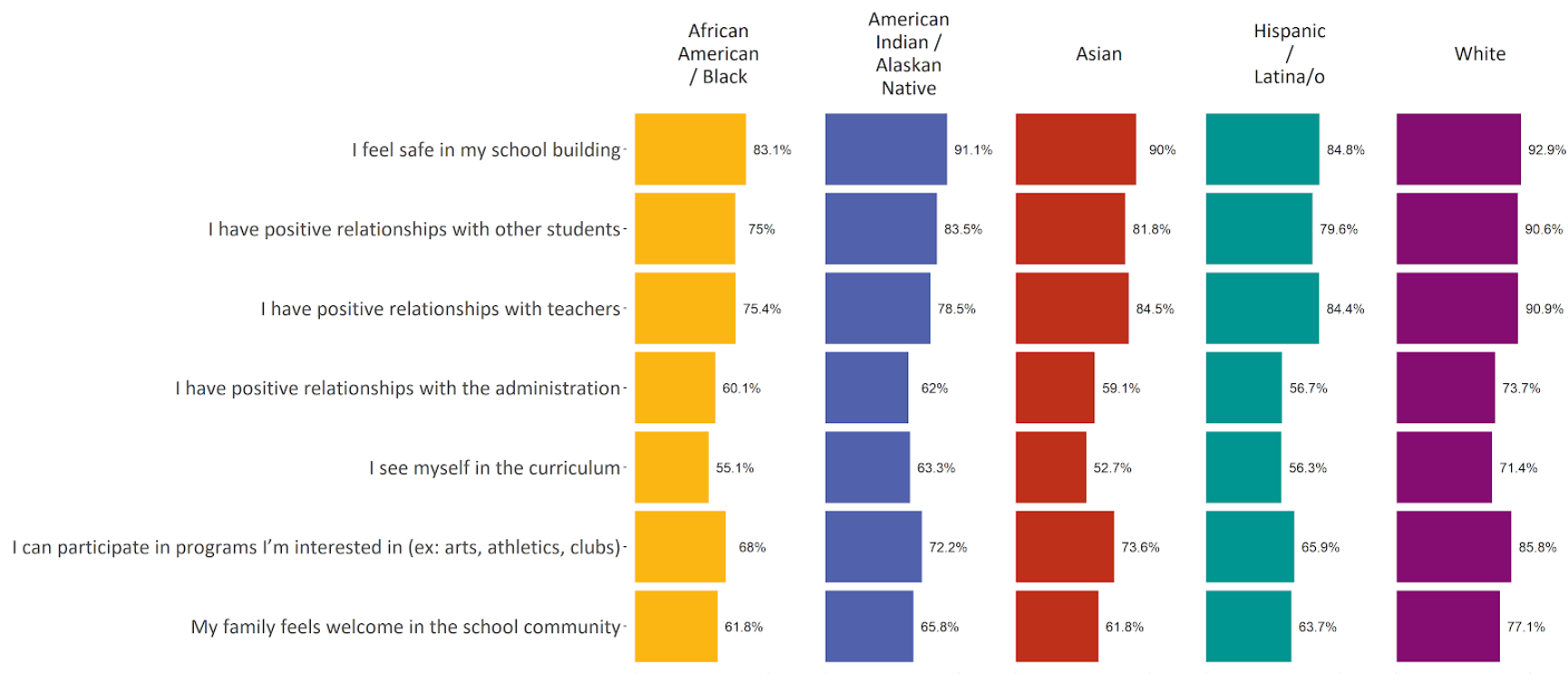


Figure 15. Group-Specific Findings by Race/Ethnicity: How Students Define a Welcoming School (Percent of Students Selecting these Elements of a “Welcoming School”). Student Survey.

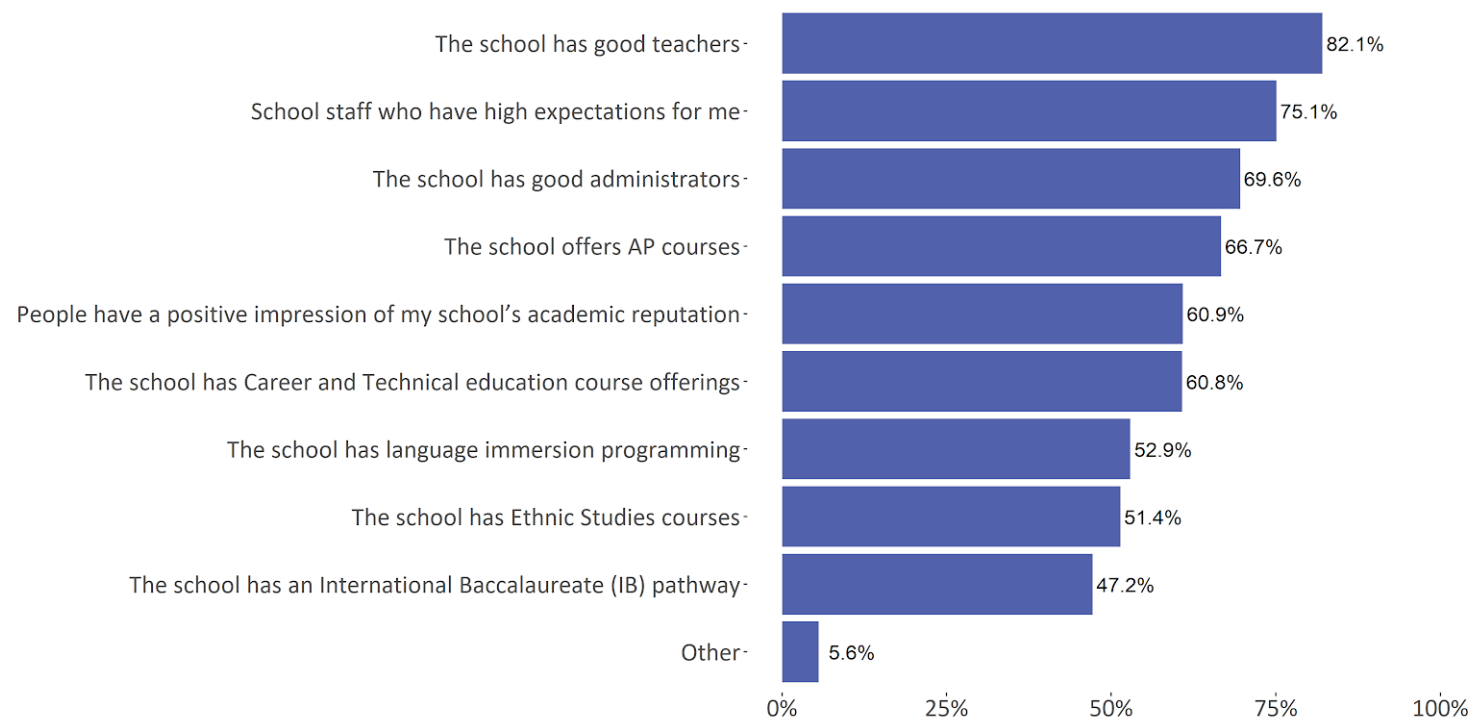


Figure 16. How Students Define Academic Excellence (Percent of Students Selecting these Elements of “Academic Excellence”). Student Survey.

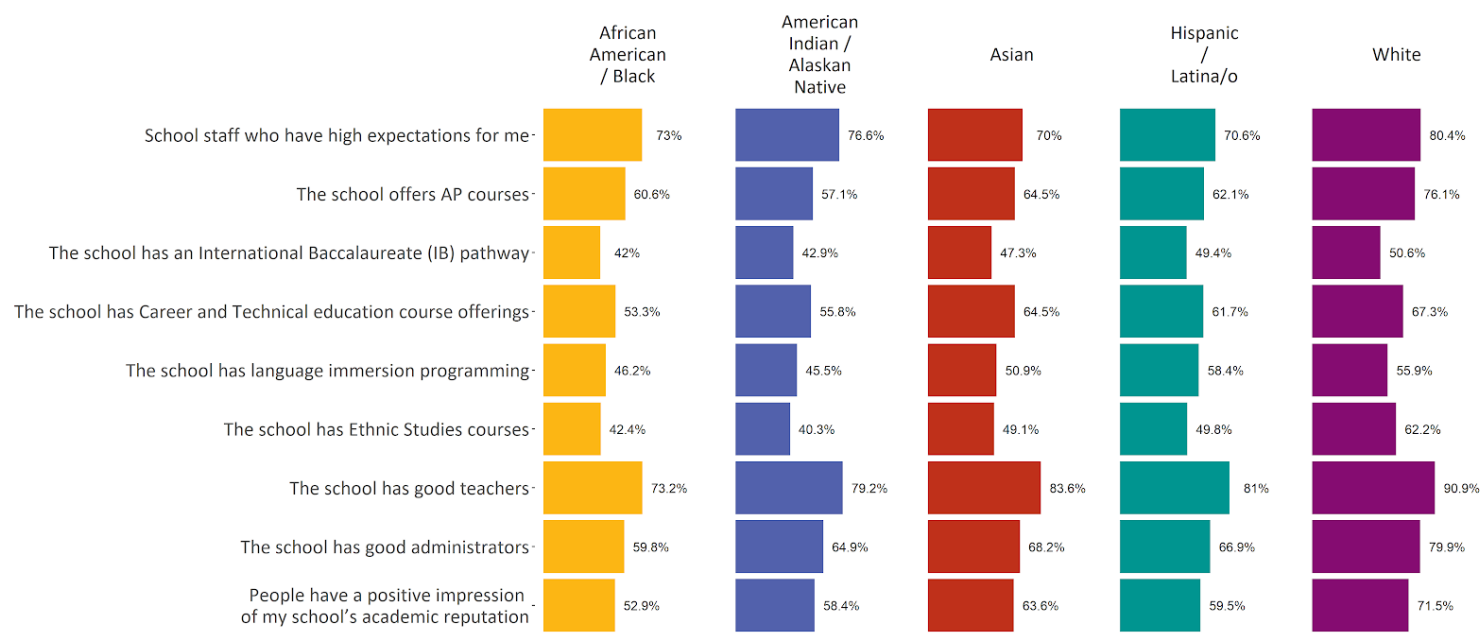


Figure 17. Group-Specific Findings: How Students Define Academic Excellence (Percent of Students Selecting these Elements of “Academic Excellence”). Student Survey.

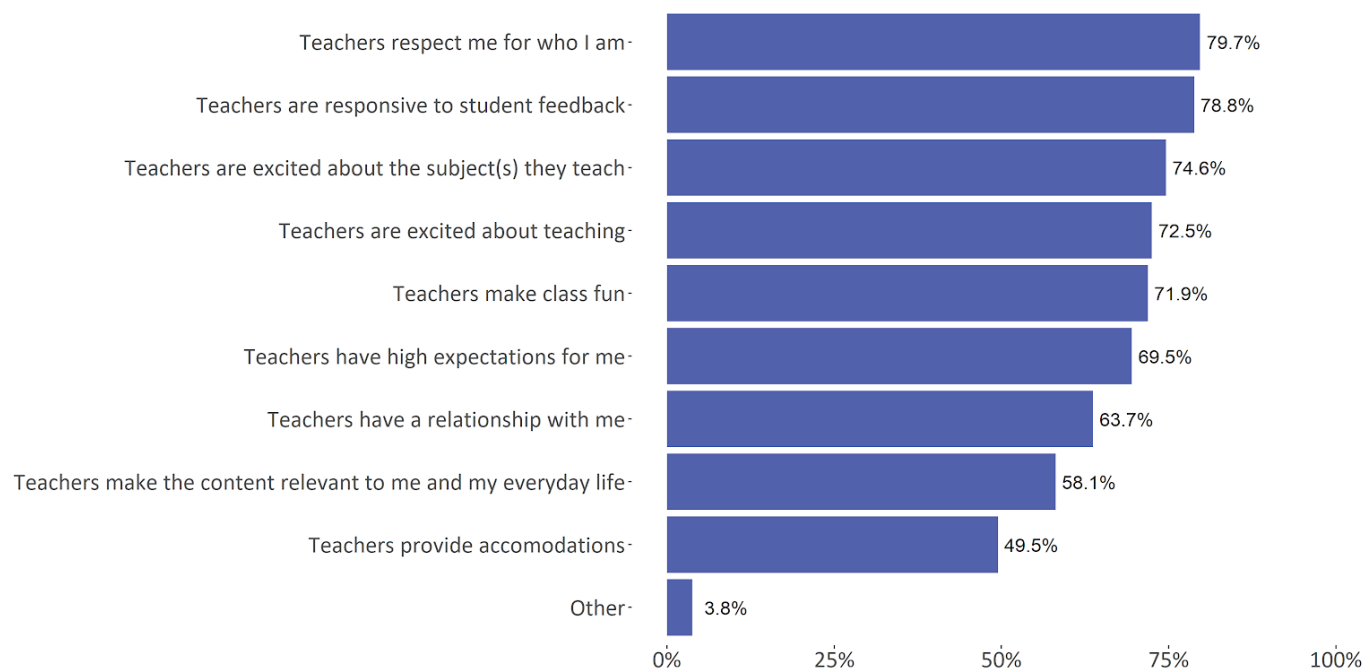


Figure 18. How Students Define Teachers that meet their Needs (Percent of Students Selecting these Elements of “Teachers that meet my Needs”). Student Survey.

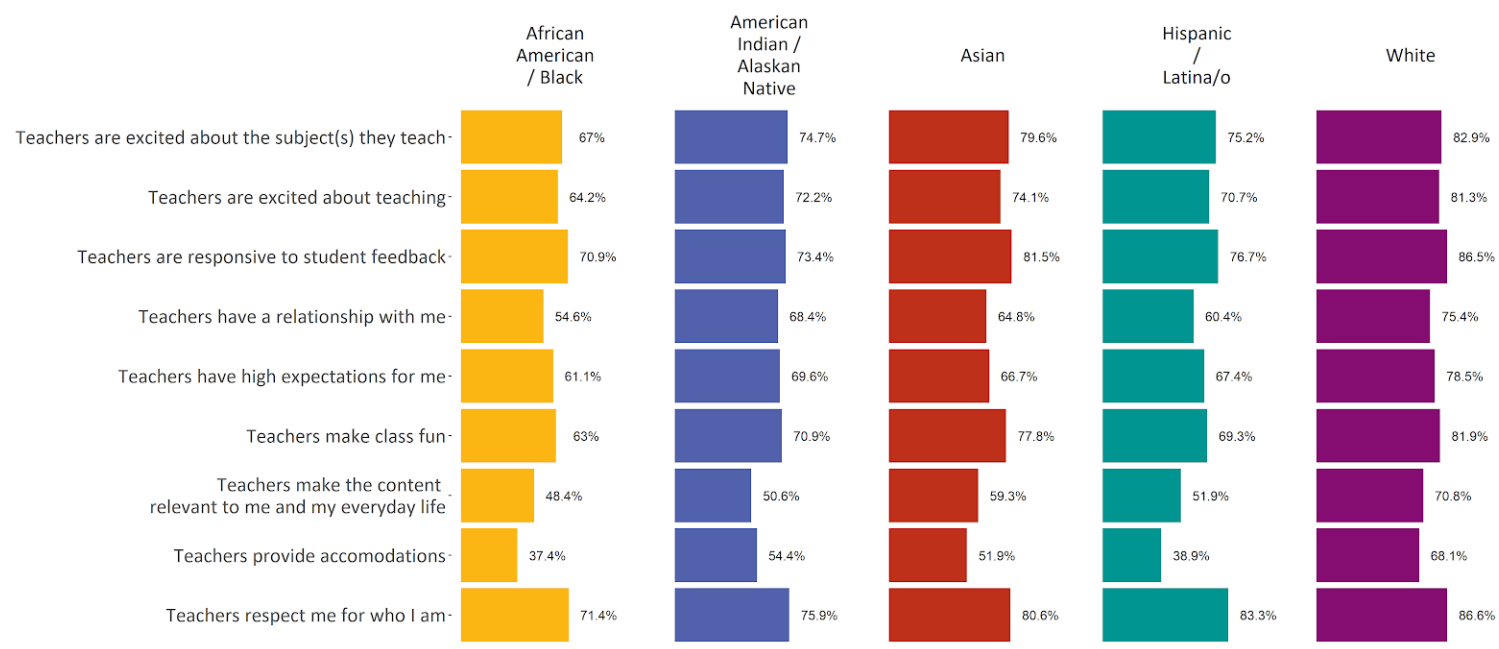


Figure 19. Group-Specific Findings: How Students Define Teachers that meet their Needs (Percent of Students Selecting these Elements of “Teachers that meet my Needs”). Student Survey.

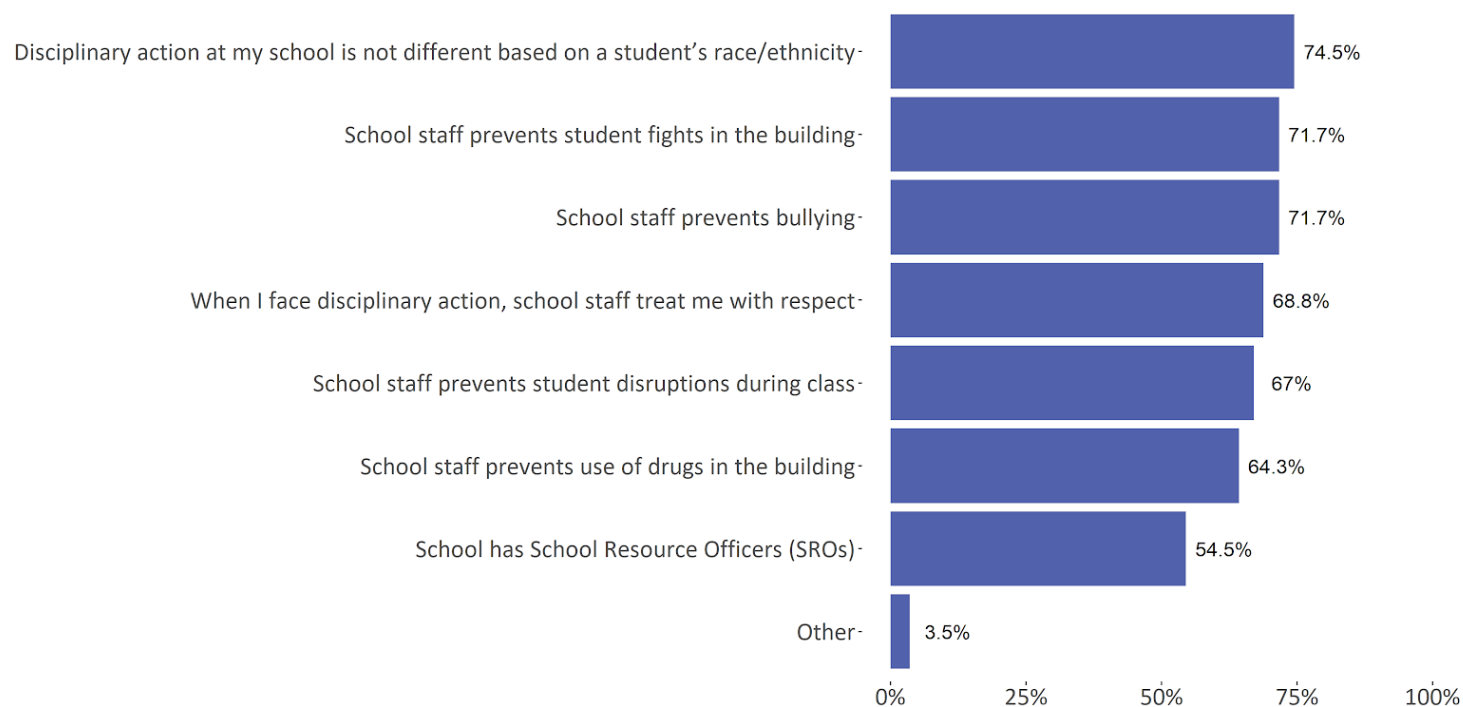


Figure 20. How Students Define Addressing Behavior Problems (Percent of Students Selecting these Elements of how a School “Addresses Behavior Problems in a way that meets my Needs”). Student Survey.

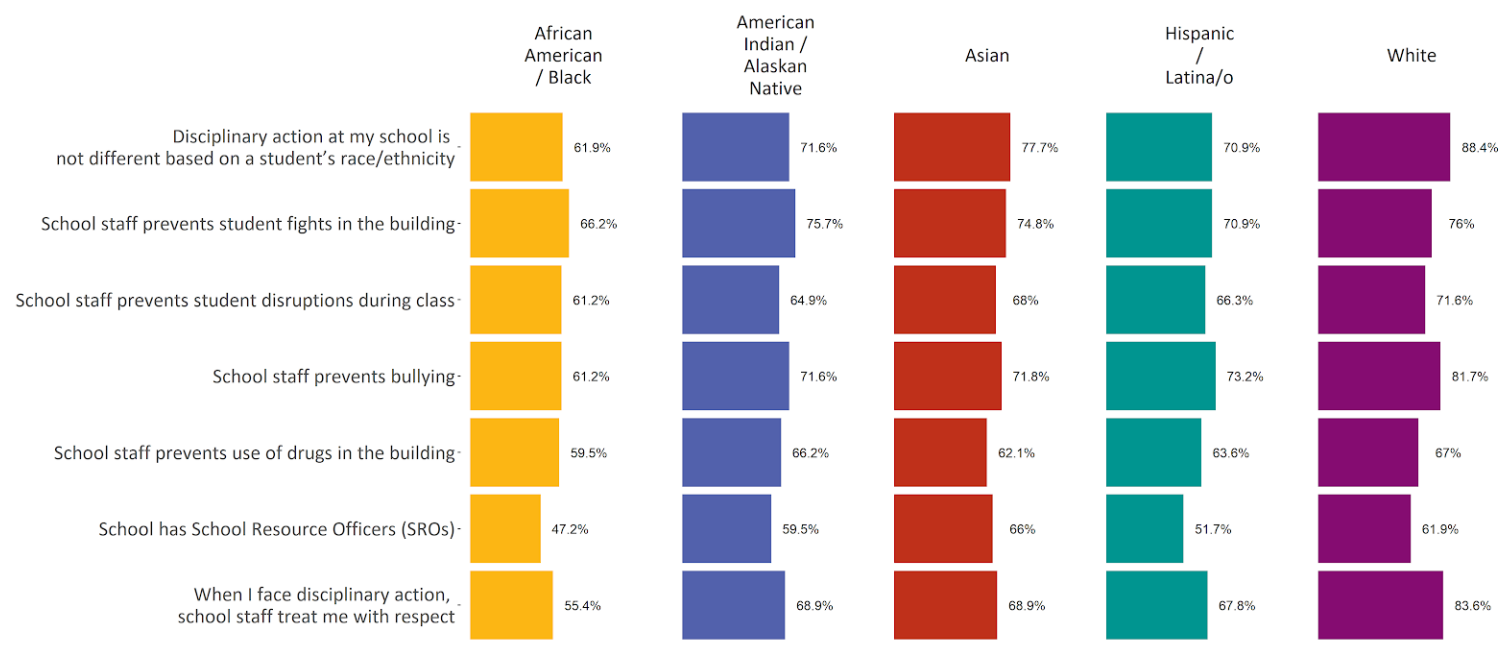


Figure 21. Group-Specific Findings: How Students Define Addressing Behavior Problems (Percent of Students Selecting these Elements of how a School “Addresses Behavior Problems in a way that meets my Needs”). Student Survey.

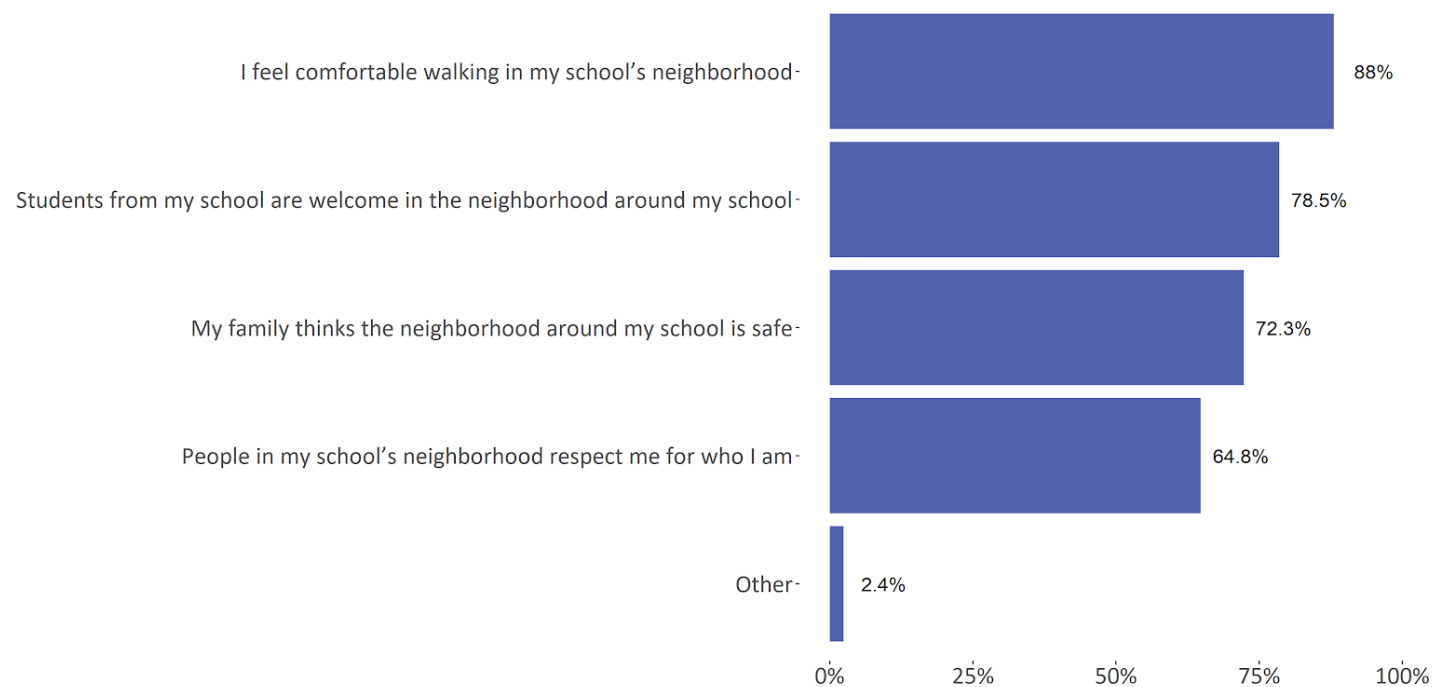


Figure 22. How Students Define Safe Neighborhoods (Percent of Students Selecting these Elements of a "Safe Neighborhood"). Student Survey.

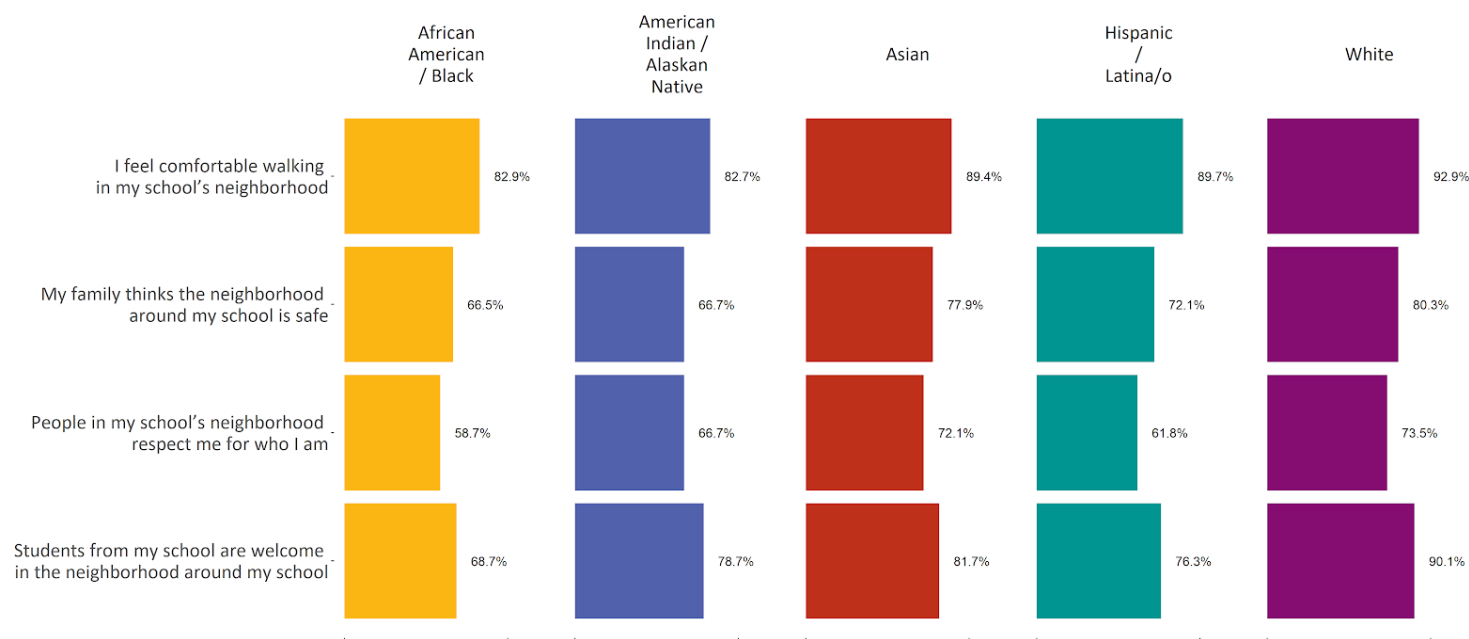


Figure 23. Group-Specific Findings: How Students Define Safe Neighborhoods (Percent of Students Selecting these Elements of a “Safe Neighborhood”). Student Survey.

Student Focus Groups

These five factors were also brought up during the student focus groups. Students focused on **priorities for school environment and climate, academics & strong teachers, and safety.**

Welcoming School Environment

Students expressed a desire for:

- An integrated school experience, including diverse enrollment in advanced classes
- Ample extra-curricular opportunities

Students also expressed concern that the CDD could harm the current sense of community in schools.

Academic Excellence & Strong Teachers

For students, academics go hand in hand with their teachers, and identified the following priorities:

- More staff of color
- Strong student-teacher relationships
- Smaller class sizes
- More individualized instruction
- Culturally relevant and engaging curriculum
- A greater focus on college and career readiness

Safety

Students also raised the importance of safe and convenient transportation to school.

Students at some high schools worry other students view their school as unsafe, and would like to change that perception.

The following quotes from student focus groups represent elements of the themes above.

"Smaller class sizes - often times, there's a strong trend that the smaller the class, the better the experience. Can connect more with teachers. Strong connection one-to-one with teachers and the class, bonds between students in the class as a whole. Students are more involved in the class work and discussions. More tied into what they are learning." -MPS Student

"I've always been scared to take an AP class because there are only white people in there. I was scared to be the only Latina in the class. I finally took an AP class. I'm the only person of color." -MPS Student

"Whole cultural stuff. We learn about it, but not in a way that relates to our culture. Other people's perception of our culture. Reality is not like that." -MPS Student

Student Survey

The student survey asked respondents how much they care about several offerings. The graphs below present the overall results, as well as the responses broken down by student race/ethnicity.

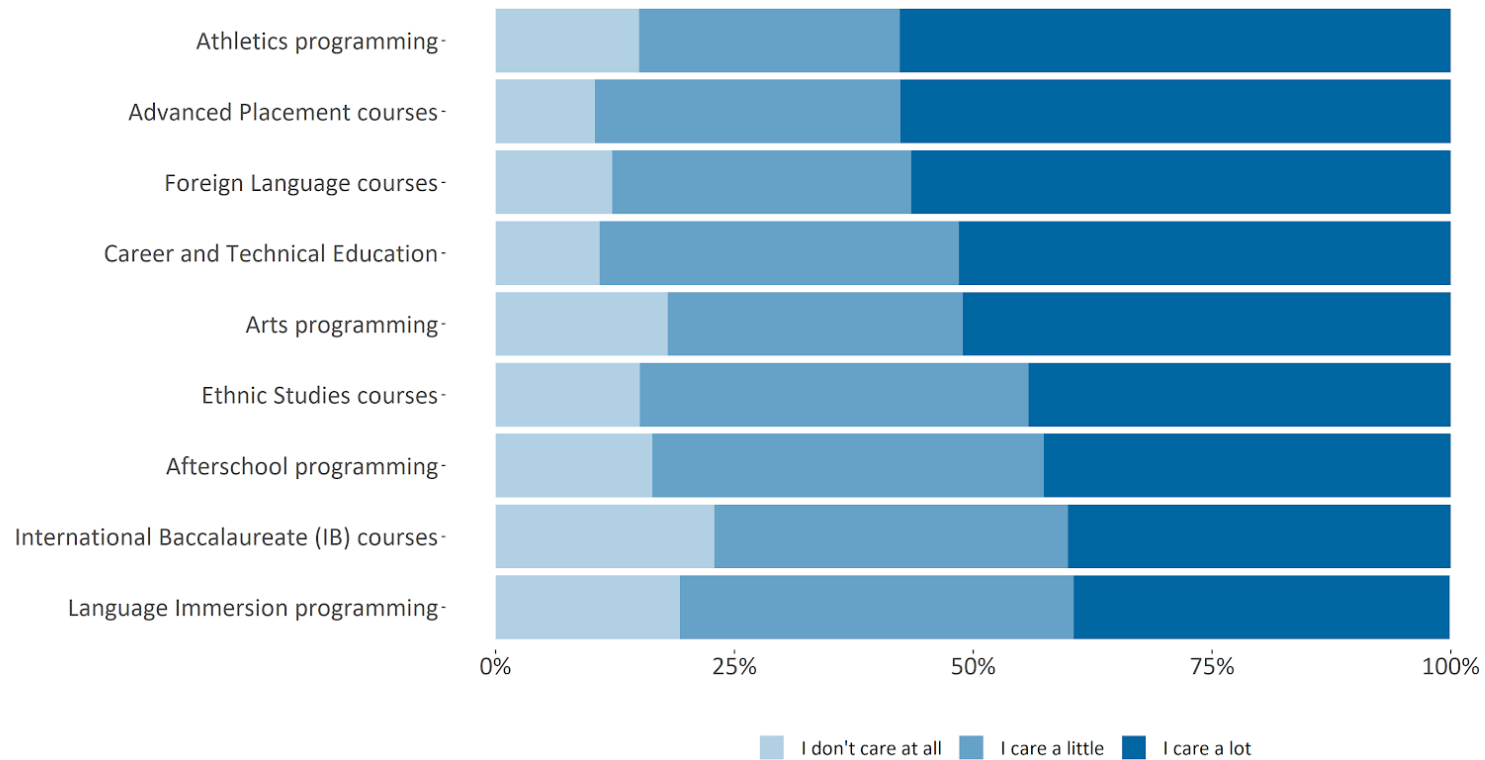


Figure 24. Offerings that Students Care About. Student Survey.

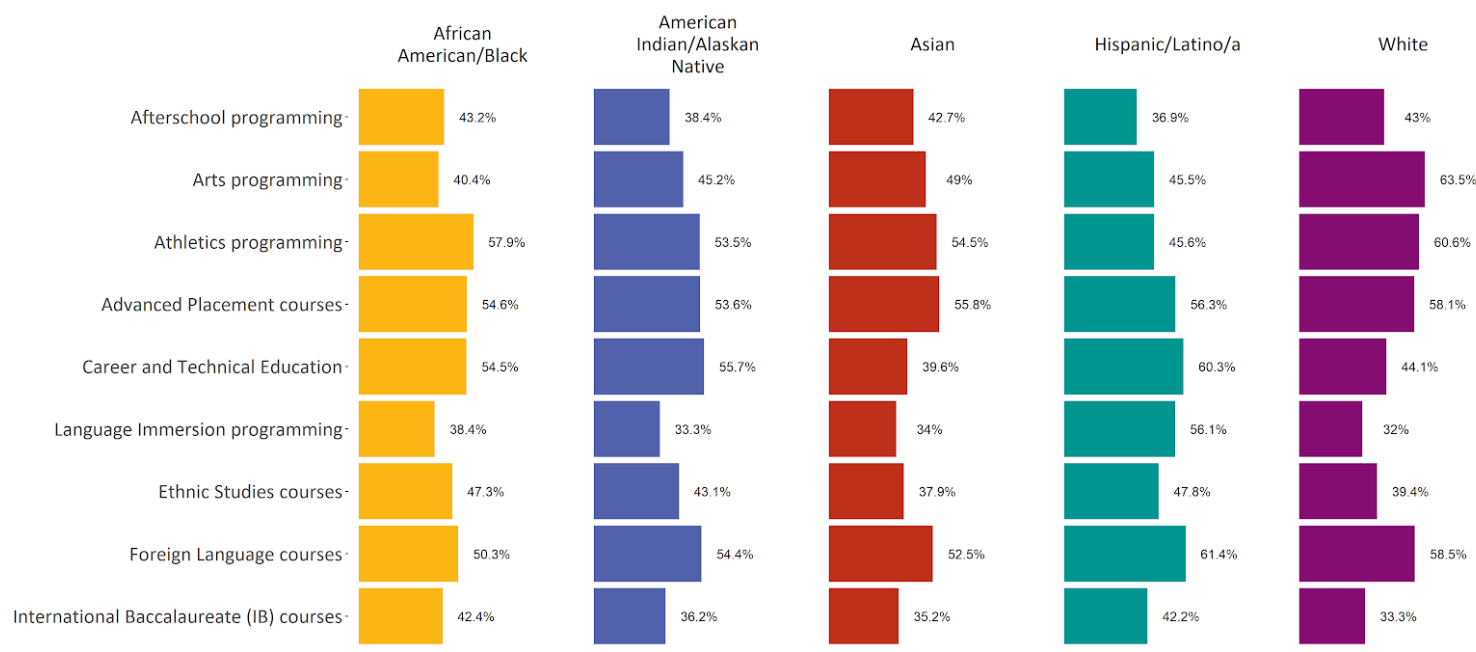


Figure 25. Group-Specific Findings by Race/Ethnicity: Offerings that Students Care About (Percentage that said “I care a lot”).
Note: Respondents who said “I don’t know” were removed for this analysis. Student Survey.

APPENDIX B: COMMUNITY SURVEY TABLES

Community Survey: Aggregate Results

Part 1: Views on Integration

Table 1: How many more minutes beyond your child(ren)'s current travel time would you be comfortable having them travel to attend an innovative and integrated magnet school?

	Number of Respondents	Percent of Respondents
1 - 10 minutes	1583	31.7%
11 - 20 minutes	1261	25.3%
21 - 30 minutes	460	9.2%
31 - 40 minutes	118	2.4%
41 - 50 minutes	120	2.4%
N/A - I only want my child(ren) to attend their community school	1445	29.0%
Total	4987	-

Table 2: Do you consider integration when making a school choice?

	Number of Respondents	Percent of Respondents
Yes	3295	66.2%
No	1329	26.7%
Not applicable	353	7.1%
Total	4977	-

Part 2: Prioritization of Resources

Table 3: What areas would you prioritize the use of resources above and beyond what is already allocated?

Area	Low priority		Medium priority		High priority		Total Respondents
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
Afterschool programming	808	17.5%	2053	44.4%	1759	38.1%	4620
Athletics programming	1579	34.1%	2144	46.3%	908	19.6%	4631
College credit earning opportunities for high school students	377	8.1%	1562	33.6%	2712	58.3%	4651
Evaluating teacher effectiveness	744	16%	1887	40.7%	2009	43.3%	4640
Fund balance	1342	29.5%	2456	54%	748	16.5%	4546
High-5 (pre-Kindergarten) programming	1212	26.2%	1498	32.4%	1917	41.4%	4627
Hiring more staff members to support communication between schools and families	1475	31.9%	1993	43%	1163	25.1%	4631
Programs, services, and/or staff that improve math and literacy outcomes	212	4.6%	1467	31.5%	2977	63.9%	4656
Programming that develops student understanding of different cultures and languages	535	11.5%	1774	38.1%	2353	50.5%	4662
Programming that develops staff understanding of different cultures and languages	547	11.8%	1649	35.4%	2458	52.8%	4654
Staff support for English learners above and beyond the district's current commitment	771	16.7%	2284	49.4%	1566	33.9%	4621
Staff support for students with special needs above and beyond the district's current commitment	639	13.8%	2018	43.6%	1968	42.6%	4625
Staff support for student behavior and mental health	224	4.8%	1328	28.6%	3098	66.6%	4650
Yearly salary increases for all district staff	506	10.9%	1834	39.7%	2282	49.4%	4622

Part 3: Respondent Demographics: Online and Phone Versions of Survey

Table 4: Characteristics of Respondents' Children

	Online Survey		Phone Survey	
	Number of Respondents	Percent of Respondents	Number of Respondents	Percent of Respondents
I have a child who attends an MPS school (including Early Childhood programs)	3474	84.2%	251	100%
I have a child who attends another school (e.g. charter, private, out of district)	236	5.7%	45	17.9%
I have a child who is not yet school-aged	797	19.3%	-	-
I have a child who is no longer school-aged	190	4.6%	-	-
I do not have any children	150	3.6%	-	-

Note: respondents were asked to select all options that applied, so the percentages do not add up to 100.

Table 5: Area of Minneapolis Respondents Live In

	Online Survey		Phone Survey	
	Number of Respondents	Percent of Respondents	Number of Respondents	Percent of Respondents
North	257	6.2%	61	24.3%
Northeast	279	6.8%	18	7.2%
South/Southeast	2023	49.0%	120	47.8%
Southwest	1445	35.0%	45	17.9%
I don't live in Minneapolis	126	3.1%	3	1.2%
Don't know/refused (for online survey)	NA	NA	4	1.6%
Total	4130		251	

Table 6: Special Services that Respondents' Children Receive

	Online Survey		Phone Survey	
	Number of Respondents	Percent of Respondents	Number of Respondents	Percent of Respondents
Advanced Learner	1045	26.9%	51	20.3%
English Language Learner	92	2.4%	15	6%
Special Education	549	14.1%	61	24.3%
My child(ren) do not receive special services	2435	62.7%	146	58.2%

Note: respondents were asked to select all options that applied, so the percentages do not add up to 100.

Table 7a: Race(s)/Ethnicity(s) of Respondents' Child(ren) – Online Survey

Category and Sub-category		Number of Respondents	Percent of Respondents	Total Respondents
African American/Black		346	8.8%	3929
	African-American	250	6.4%	3929
	Ethiopian-Oromo	13	0.3%	3929
	Ethiopian-Other	20	0.5%	3929
	Liberian	9	0.2%	3929
	Nigerian	11	0.3%	3929
	Somali	42	1.1%	3929
	Other Black	56	1.4%	3929
	Unknown	13	0.3%	3929
American Indian/Alaskan Native		84	2.1%	3929
	Anishinaabe/Ojibwe	42	1.1%	3929
	Cherokee	15	0.4%	3929
	Dakota/Lakota	20	0.5%	3929
	Other American Indian Tribal Affiliation	32	0.8%	3929
	Unknown	8	0.2%	3929
Asian		228	5.8%	3929
	Asian Indian	40	1%	3929
	Burmese	6	0.2%	3929
	Chinese	39	1%	3929
	Filipino	28	0.7%	3929
	Hmong	17	0.4%	3929
	Karen	6	0.2%	3929
	Korean	71	1.8%	3929
	Vietnamese	16	0.4%	3929
	Other Asian	53	1.3%	3929
	Unknown	8	0.2%	3929
Hispanic/Latino/a		315	8%	3929
	Colombian	39	1%	3929
	Ecuadoran	29	0.7%	3929
	Guatemalan	21	0.5%	3929
	Mexican	145	3.7%	3929
	Puerto Rican	27	0.7%	3929
	Salvadoran	11	0.3%	3929
	Spaniard/Spanish/Spanish-American	26	0.7%	3929
	Other Hispanic/Latino/a	77	2%	3929
	Unknown	6	0.2%	3929
Native Hawaiian/Other Pacific Islander		35	0.9%	3929
White		3305	84.1%	3929
Other (please specify)		271	6.9%	3929

Note: respondents selected all of the sub-categories that applied to them, and some did not select any sub-categories. For these reasons, the sub-category numbers will not always add up to the number of respondents in the larger category.

Table 7b: Race(s)/Ethnicity(s) of Respondents' Child(ren) – Phone Survey

Category and Sub-category		Number of Respondents	Percent of Respondents	Total Respondents
African American/Black		51	20.3%	251
	African-American	39	15.5%	251
	Somali	8	3.2%	251
	Other Black	1	0.4%	251
American Indian/Alaskan Native		42	16.7%	251
	Anishinaabe/Ojibwe	21	8.4%	251
	Dakota/Lakota	12	4.8%	251
	Other American Indian Tribal Affiliation	11	4.4%	251
Asian		62	24.7%	251
	Asian Indian	2	0.8%	251
	Chinese	8	3.2%	251
	Hmong	30	12.0%	251
	Korean	7	2.8%	251
	Vietnamese	3	1.2%	251
	Other Asian	11	4.4%	251
Hispanic/Latino/a		33	13.1%	251
	Colombian	1	0.4%	251
	Guatemalan	2	0.8%	251
	Mexican	26	10.4%	251
	Puerto Rican	3	1.2%	251
	Spaniard/Spanish/Spanish-American	1	0.4%	251
	Other Hispanic/Latino/a	3	1.2%	251
Native Hawaiian/Other Pacific Islander		2	0.8%	251
White		93	37.1%	251
Other (please specify)		2	0.8%	251

Note: respondents selected all of the sub-categories that applied to them, and some did not select any sub-categories. For these reasons, the sub-category numbers will not always add up to the number of respondents in the larger category.

Table 8a: Schools that Respondents' Children are Attending During the 2019-2020 School Year – Online Survey

School	Number of Respondents	Percent of Respondents	Total Respondents
800 West Broadway (MACC)	7	0.2%	3670
American Indian OIC (Takoda)	7	0.2%	3670
Andersen United	17	0.5%	3670
Anishinabe Academy	8	0.2%	3670
Anthony Middle	146	4%	3670
Anwatin Middle	60	1.6%	3670
Armatage Montessori	239	6.5%	3670
Bancroft	85	2.3%	3670
Barton Open	230	6.3%	3670
Bethune Community	9	0.2%	3670
Bryn Mawr Community	8	0.2%	3670
Burroughs Community	144	3.9%	3670
Center School (NaWayEe)	6	0.2%	3670
Cityview Community	15	0.4%	3670
Dowling Urban Environmental	159	4.3%	3670
Early Childhood Special Education	22	0.6%	3670
Edison High	36	1%	3670
Emerson Spanish Dual Immersion	53	1.4%	3670
Fair Elementary	7	0.2%	3670
Field Community	142	3.9%	3670
Folwell Performing Arts Magnet	34	0.9%	3670
Franklin Middle	7	0.2%	3670
Green Central Park Community	13	0.4%	3670
Hale Community	211	5.7%	3670
Hall International	6	0.2%	3670
Harrison Education Center	5	0.1%	3670
Heritage Academy	5	0.1%	3670
Hiawatha Community	65	1.8%	3670
Hmong International Academy	8	0.2%	3670
Howe	38	1%	3670
Jefferson Community	11	0.3%	3670
Jenny Lind Elementary	12	0.3%	3670
Justice Page Middle	127	3.5%	3670
Kenny Community	154	4.2%	3670
Kenwood Community	143	3.9%	3670
Lake Harriet Community—Lower	216	5.9%	3670
Lake Harriet Community—Upper	190	5.2%	3670
Lake Nokomis Community—Keewaydin	122	3.3%	3670
Lake Nokomis Community—Wenonah	96	2.6%	3670
Longfellow Alternative	6	0.2%	3670

Longfellow Early Learning Center	13	0.4%	3670
Loring Community	39	1.1%	3670
Loring Nicollet Alternative High	8	0.2%	3670
Lucy Craft Laney at Cleveland Park	13	0.4%	3670
Lyndale Elementary	69	1.9%	3670
Marcy Open	99	2.7%	3670
Menlo Park Academy	6	0.2%	3670
MERC Alternative High	7	0.2%	3670
Mona Moede Early Learning Center	11	0.3%	3670
MPS Metro Programs	7	0.2%	3670
Nellie Stone Johnson Community	8	0.2%	3670
North Community High	12	0.3%	3670
Northeast Middle	29	0.8%	3670
Northrop Community	140	3.8%	3670
Olson Middle	17	0.5%	3670
Patrick Henry High	25	0.7%	3670
Pillsbury Community	18	0.5%	3670
Pratt Community	58	1.6%	3670
PYC Arts and Technology High	6	0.2%	3670
River Bend Education Center	5	0.1%	3670
Roosevelt High	61	1.7%	3670
Sanford Middle	156	4.3%	3670
Seward Montessori	175	4.8%	3670
Sheridan Arts Spanish Dual Immersion	24	0.7%	3670
South High	151	4.1%	3670
Southwest High	196	5.3%	3670
Stadium View	4	0.1%	3670
Sullivan Community	12	0.3%	3670
The FAIR School	12	0.3%	3670
Transition Plus	9	0.2%	3670
VOA High	4	0.1%	3670
Waite Park Community	57	1.6%	3670
Washburn High	196	5.3%	3670
Webster Elementary	56	1.5%	3670
Wellstone International High	4	0.1%	3670
Whittier International	77	2.1%	3670
Windom Spanish Dual Immersion	241	6.6%	3670
Other	235	6.4%	3670

Note: respondents were asked to select all options that applied, so the percentages do not add up to 100.

Table 8b: Schools that Respondents' Children are Attending During the 2019-2020 School Year – Phone Survey

School	Number of Respondents	Percent of Respondents	Total Respondents
American Indian OIC (Takoda)	1	0.4%	251
Andersen United	5	2.0%	251
Anishinabe Academy	15	6.0%	251
Anthony Middle	7	2.8%	251
Anwatin Middle	6	2.4%	251
Armatage Montessori	11	4.4%	251
Bancroft	9	3.6%	251
Barton Open	2	0.8%	251
Bethune Community	2	0.8%	251
Bryn Mawr Community	5	2.0%	251
Burroughs Community	7	2.8%	251
Center School (NaWayEe)	1	0.4%	251
Cityview Community	2	0.8%	251
Dowling Urban Environmental	5	2.0%	251
Edison High	8	3.2%	251
Emerson Spanish Dual Immersion	2	0.8%	251
Fair Elementary	2	0.8%	251
Field Community	4	1.6%	251
Folwell Performing Arts Magnet	5	2.0%	251
Franklin Middle	4	1.6%	251
Green Central Park Community	3	1.2%	251
Hale Community	6	2.4%	251
Hall International	1	0.4%	251
Hiawatha Community	1	0.4%	251
Hmong International Academy	11	4.4%	251
Howe	3	1.2%	251
Jenny Lind Elementary	8	3.2%	251
Justice Page Middle	9	3.6%	251
Kenny Community	4	1.6%	251
Kenwood Community	6	2.4%	251
Lake Harriet Community—Lower	7	2.8%	251
Lake Harriet Community—Upper	7	2.8%	251
Lake Nokomis Community—Keewaydin	1	0.4%	251
Lake Nokomis Community—Wenonah	1	0.4%	251
Loring Community	5	2.0%	251
Loring Nicollet Alternative High	1	0.4%	251
Lucy Craft Laney at Cleveland Park	1	0.4%	251
Lyndale Elementary	1	0.4%	251
Marcy Open	8	3.2%	251
Mona Moede Early Learning Center	3	1.2%	251
Nellie Stone Johnson Community	3	1.2%	251

North Community High	3	1.2%	251
Northeast Middle	7	2.8%	251
Northrop Community	4	1.6%	251
Olson Middle	10	4.0%	251
Patrick Henry High	14	5.6%	251
Pratt Community	4	1.6%	251
River Bend Education Center	3	1.2%	251
Roosevelt High	9	3.6%	251
Sanford Middle	15	6.0%	251
Seward Montessori	4	1.6%	251
Sheridan Arts Spanish Dual Immersion	5	2.0%	251
South High	18	7.2%	251
Southwest High	21	8.4%	251
Sullivan Community	4	1.6%	251
Transition Plus	1	0.4%	251
Waite Park Community	6	2.4%	251
Washburn High	9	3.6%	251
Webster Elementary	4	1.6%	251
Whittier International	3	1.2%	251
Windom Spanish Dual Immersion	6	2.4%	251
Other	16	6.4%	251

Note: respondents were asked to select all options that applied, so the percentages do not add up to 100.

Community Survey: Summary of Responses by Race and Ethnicity

Methodology for race/ethnicity

As the survey question about race and ethnicity asked respondents to list the race(s) and ethnicity(s) by which their children identify, a significant number of respondents (about 11%) selected more than one. Creating mutually exclusive race/ethnicity categories would “force” parents with children representing multiple ethnic groups into just one group. For that reason, each race/ethnicity category includes all respondents who selected the option as one of the race(s)/ethnicity(s) of their child(ren).

Part 1: Views on Integration

Table 9: How many more minutes beyond your child(ren)’s current travel time would you be comfortable having them travel to attend an innovative and integrated magnet school?

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
1 - 10 minutes	27.5% (106)	18.6% (22)	26.6% (81)	28.7% (97)	33.8% (1137)
11 - 20 minutes	24.4% (94)	23.7% (28)	21.7% (66)	30.5% (103)	26.8% (900)
21 - 30 minutes	14.8% (57)	16.1% (19)	12.2% (37)	13.0% (44)	8.2% (276)
31 - 40 minutes	3.1% (12)	1.7% (2)	2.3% (7)	5.0% (17)	2.3% (78)
41 - 50 minutes	6.2% (24)	5.9% (7)	2.3% (7)	4.7% (16)	1.5% (49)
N/A - I only want my child(ren) to attend their community school	23.9% (92)	33.9% (40)	34.9% (106)	18.0% (61)	27.4% (921)
Total	100.0% (385)	100.0% (118)	100.0% (304)	100.0% (338)	100.0% (3361)

Table 10: Do you consider integration when making a school choice?

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Yes	72.2% (265)	62.8% (71)	69.6% (208)	80.2% (263)	74.0% (2363)
No	27.8% (102)	37.2% (42)	30.4% (91)	19.8% (65)	26.0% (830)
Total	100.0% (367)	100.0% (113)	100.0% (299)	100.0% (328)	100.0% (3193)
<i>Note: for ease of comparison, respondents who selected “not applicable” were removed</i>					

Part 2: Prioritization of Resources

What areas would you prioritize the use of resources above and beyond what is already allocated?

Table 11a: Afterschool programming

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	11.9% (46)	17.2% (21)	18.3% (57)	13.4% (46)	18.0% (601)
Medium priority	36.7% (142)	30.3% (37)	38.9% (121)	41.7% (143)	46.1% (1540)
High priority	51.4% (199)	52.5% (64)	42.8% (133)	44.9% (154)	35.9% (1199)
Total	100.0% (387)	100.0% (122)	100.0% (311)	100.0% (343)	100.0% (3340)

Table 11b: Athletics programming

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	26.5% (103)	23.0% (28)	33.7% (105)	28.5% (97)	35.7% (1194)
Medium priority	42.2% (164)	45.1% (55)	43.9% (137)	47.6% (162)	48.4% (1619)
High priority	31.4% (122)	32.0% (39)	22.4% (70)	23.8% (81)	16.0% (535)
Total	100.0% (389)	100.0% (122)	100.0% (312)	100.0% (340)	100.0% (3348)

Table 11c: College credit earning opportunities for high school students

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	10.3% (40)	10.6% (13)	9.4% (29)	5.9% (20)	8.1% (271)
Medium priority	30.3% (118)	27.6% (34)	30.0% (93)	31.9% (108)	35.0% (1176)
High priority	59.4% (231)	61.8% (76)	60.6% (188)	62.2% (211)	56.9% (1912)
Total	100.0% (389)	100.0% (123)	100.0% (310)	100.0% (339)	100.0% (3359)

Table 11d: Evaluating teacher effectiveness

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	12.5% (49)	13.8% (17)	17.9% (56)	13.4% (45)	15.7% (527)
Medium priority	30.6% (120)	29.3% (36)	33.0% (103)	40.1% (135)	42.8% (1436)
High priority	56.9% (223)	56.9% (70)	49.0% (153)	46.6% (157)	41.5% (1391)
Total	100.0% (392)	100.0% (123)	100.0% (312)	100.0% (337)	100.0% (3354)

Table 11e: Fund balance

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	26.8% (102)	25.7% (29)	27.1% (82)	27.8% (93)	29.1% (964)
Medium priority	46.6% (177)	46.0% (52)	51.2% (155)	52.7% (176)	57.0% (1888)
High priority	26.6% (101)	28.3% (32)	21.8% (66)	19.5% (65)	13.9% (459)
Total	100.0% (380)	100.0% (113)	100.0% (303)	100.0% (334)	100.0% (3311)

Table 11f: High-5 (pre-Kindergarten) programming

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	22.0% (86)	16.0% (20)	23.9% (74)	16.7% (57)	27.4% (916)
Medium priority	23.3% (91)	23.2% (29)	33.5% (104)	34.5% (118)	33.7% (1126)
High priority	54.7% (214)	60.8% (76)	42.6% (132)	48.8% (167)	39.0% (1304)
Total	100.0% (391)	100.0% (125)	100.0% (310)	100.0% (342)	100.0% (3346)

Table 11g: Hiring more staff members to support communication between schools and families

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	21.8% (85)	19.5% (24)	31.5% (98)	20.1% (68)	33.2% (1112)
Medium priority	38.5% (150)	35.8% (44)	36.0% (112)	44.2% (150)	44.6% (1495)
High priority	39.7% (155)	44.7% (55)	32.5% (101)	35.7% (121)	22.3% (747)
Total	100.0% (390)	100.0% (123)	100.0% (311)	100.0% (339)	100.0% (3354)

Table 11h: Programs, services, and/or staff that improve math and literacy outcomes

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	3.8% (15)	5.6% (7)	3.8% (12)	4.7% (16)	4.2% (140)
Medium priority	26.7% (105)	16.8% (21)	28.8% (90)	27.9% (95)	32.6% (1096)
High priority	69.5% (273)	77.6% (97)	67.3% (210)	67.4% (229)	63.3% (2131)
Total	100.0% (393)	100.0% (125)	100.0% (312)	100.0% (340)	100.0% (3367)

Table 11i: Programming that develops student understanding of different cultures and languages

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	10.7% (42)	6.4% (8)	10.2% (32)	6.2% (21)	10.9% (369)
Medium priority	33.8% (133)	27.2% (34)	36.7% (115)	28.2% (96)	39.4% (1329)
High priority	55.6% (219)	66.4% (83)	53.0% (166)	65.7% (224)	49.7% (1676)
Total	100.0% (394)	100.0% (125)	100.0% (313)	100.0% (341)	100.0% (3374)

Table 11j: Programming that develops staff understanding of different cultures and languages

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	9.2% (36)	7.3% (9)	9.0% (28)	7.4% (25)	11.0% (370)
Medium priority	25.2% (99)	26.8% (33)	34.9% (109)	25.3% (86)	36.8% (1239)
High priority	65.6% (258)	65.9% (81)	56.1% (175)	67.4% (229)	52.2% (1759)
Total	100.0% (393)	100.0% (123)	100.0% (312)	100.0% (340)	100.0% (3368)

Table 11k: Staff support for English learners above and beyond the district's current commitment

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	19.6% (76)	13.9% (17)	14.2% (44)	11.0% (37)	16.7% (558)
Medium priority	42.5% (165)	41.0% (50)	43.7% (135)	43.0% (144)	51.2% (1715)
High priority	37.9% (147)	45.1% (55)	42.1% (130)	46.0% (154)	32.2% (1078)
Total	100.0% (388)	100.0% (122)	100.0% (309)	100.0% (335)	100.0% (3351)

Table 11l: Staff support for students with special needs above and beyond the district's current commitment

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	14.9% (58)	9.8% (12)	13.5% (42)	11.5% (39)	13.7% (458)
Medium priority	30.8% (120)	26.2% (32)	40.0% (124)	36.7% (124)	45.7% (1531)
High priority	54.4% (212)	63.9% (78)	46.5% (144)	51.8% (175)	40.7% (1364)
Total	100.0% (390)	100.0% (122)	100.0% (310)	100.0% (338)	100.0% (3353)

Table 11m: Staff support for student behavior and mental health

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	5.9% (23)	8.1% (10)	6.4% (20)	4.1% (14)	4.2% (142)
Medium priority	25.0% (98)	15.4% (19)	24.4% (76)	22.1% (75)	29.4% (991)
High priority	69.1% (271)	76.4% (94)	69.2% (216)	73.8% (251)	66.3% (2233)
Total	100.0% (392)	100.0% (123)	100.0% (312)	100.0% (340)	100.0% (3366)

Table 11n: Yearly salary increases for all district staff

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	10.5% (41)	12.2% (15)	9.1% (28)	8.3% (28)	10.3% (344)
Medium priority	34.8% (136)	25.2% (31)	38.6% (119)	35.9% (121)	41.1% (1376)
High priority	54.7% (214)	62.6% (77)	52.3% (161)	55.8% (188)	48.7% (1630)
Total	100.0% (391)	100.0% (123)	100.0% (308)	100.0% (337)	100.0% (3350)

Community Survey: Summary of Responses by Region of City

Part 1: Views on Integration

Table 12: How many more minutes beyond your child(ren)'s current travel time would you be comfortable having them travel to attend an innovative and integrated magnet school?

	North	Northeast	South/ Southeast	Southwest
1 - 10 minutes	24.4% (75)	30.9% (90)	32.6% (684)	30.8% (454)
11 - 20 minutes	28.6% (88)	27.5% (80)	26.9% (564)	23.0% (339)
21 - 30 minutes	15.6% (48)	13.4% (39)	8.5% (178)	8.2% (121)
31 - 40 minutes	3.9% (12)	3.4% (10)	2.1% (44)	2.6% (38)
41 - 50 minutes	6.8% (21)	1.7% (5)	2.2% (46)	1.0% (14)
N/A - I only want my child(ren) to attend their community school	20.8% (64)	23.0% (67)	27.6% (579)	34.4% (506)
Total	100.0% (308)	100.0% (291)	100.0% (2095)	100.0% (1472)

Table 13: Do you consider integration when making a school choice?

	North	Northeast	South/ Southeast	Southwest
Yes	67.5% (193)	82.2% (231)	75.0% (1501)	66.6% (925)
No	32.5% (93)	17.8% (50)	25.0% (501)	33.4% (464)
Total	100.0% (286)	100.0% (281)	100.0% (2002)	100.0% (1389)
<i>Note: for ease of comparison, those who selected "not applicable" were removed</i>				

Part 2: Prioritization of Resources

What areas would you prioritize the use of resources above and beyond what is already allocated?

Table 14a: Afterschool programming

	North	Northeast	South/ Southeast	Southwest
Low priority	14.1% (44)	11.3% (33)	16.8% (354)	20.3% (295)
Medium priority	32.9% (103)	45.0% (131)	46.3% (974)	45.2% (656)
High priority	53.0% (166)	43.6% (127)	36.9% (776)	34.5% (500)
Total	100.0% (313)	100.0% (291)	100.0% (2104)	100.0% (1451)

Table 14b: Athletics programming

	North	Northeast	South/ Southeast	Southwest
Low priority	23.6% (74)	27.3% (79)	35.4% (748)	36.0% (525)
Medium priority	46.5% (146)	54.3% (157)	46.8% (989)	45.6% (665)
High priority	29.9% (94)	18.3% (53)	17.7% (374)	18.3% (267)
Total	100.0% (314)	100.0% (289)	100.0% (2111)	100.0% (1457)

Table 14c: College credit earning opportunities for high school students

	North	Northeast	South/ Southeast	Southwest
Low priority	8.6% (27)	7.9% (23)	8.3% (177)	7.6% (111)
Medium priority	27.5% (86)	33.8% (98)	35.1% (745)	32.9% (482)
High priority	63.9% (200)	58.3% (169)	56.5% (1199)	59.5% (870)
Total	100.0% (313)	100.0% (290)	100.0% (2121)	100.0% (1463)

Table 14d: Evaluating teacher effectiveness

	North	Northeast	South/ Southeast	Southwest
Low priority	15.0% (47)	20.2% (59)	15.9% (336)	14.2% (208)
Medium priority	34.5% (108)	41.4% (121)	42.3% (893)	39.8% (583)
High priority	50.5% (158)	38.4% (112)	41.8% (884)	45.9% (672)
Total	100.0% (313)	100.0% (292)	100.0% (2113)	100.0% (1463)

Table 14e: Fund balance

	North	Northeast	South/ Southeast	Southwest
Low priority	29.3% (87)	22.6% (65)	31.0% (647)	27.9% (400)
Medium priority	43.8% (130)	62.4% (179)	54.1% (1129)	56.4% (810)
High priority	26.9% (80)	15.0% (43)	14.8% (309)	15.7% (225)
Total	100.0% (297)	100.0% (287)	100.0% (2085)	100.0% (1435)

Table 14f: High-5 (pre-Kindergarten) programming

	North	Northeast	South/ Southeast	Southwest
Low priority	16.4% (51)	21.3% (62)	25.7% (544)	30.8% (449)
Medium priority	25.4% (79)	38.5% (112)	32.6% (689)	33.6% (490)
High priority	58.2% (181)	40.2% (117)	41.6% (880)	35.6% (519)
Total	100.0% (311)	100.0% (291)	100.0% (2113)	100.0% (1458)

Table 14g: Hiring more staff members to support communication between schools and families

	North	Northeast	South/ Southeast	Southwest
Low priority	22.5% (70)	33.6% (98)	28.5% (604)	39.4% (575)
Medium priority	39.9% (124)	44.9% (131)	43.4% (919)	42.4% (618)
High priority	37.6% (117)	21.6% (63)	28.1% (595)	18.2% (265)
Total	100.0% (311)	100.0% (292)	100.0% (2118)	100.0% (1458)

Table 14h: Programs, services, and/or staff that improve math and literacy outcomes

	North	Northeast	South/ Southeast	Southwest
Low priority	4.4% (14)	4.1% (12)	5.1% (108)	3.0% (44)
Medium priority	30.5% (96)	36.2% (106)	32.9% (700)	28.8% (422)
High priority	65.1% (205)	59.7% (175)	62.0% (1318)	68.2% (1001)
Total	100.0% (315)	100.0% (293)	100.0% (2126)	100.0% (1467)

Table 14i: Programming that develops student understanding of different cultures and languages

	North	Northeast	South/ Southeast	Southwest
Low priority	11.1% (35)	9.6% (28)	9.3% (198)	14.6% (215)
Medium priority	32.9% (104)	38.9% (114)	37.1% (789)	41.1% (606)
High priority	56.0% (177)	51.5% (151)	53.6% (1139)	44.3% (652)
Total	100.0% (316)	100.0% (293)	100.0% (2126)	100.0% (1473)

Table 14j: Programming that develops staff understanding of different cultures and languages

	North	Northeast	South/ Southeast	Southwest
Low priority	9.6% (30)	12.4% (36)	9.9% (210)	13.9% (205)
Medium priority	29.8% (93)	33.3% (97)	33.4% (709)	40.5% (596)
High priority	60.6% (189)	54.3% (158)	56.7% (1205)	45.5% (669)
Total	100.0% (312)	100.0% (291)	100.0% (2124)	100.0% (1470)

Table 14k: Staff support for English learners above and beyond the district's current commitment

	North	Northeast	South/ Southeast	Southwest
Low priority	16.1% (50)	13.4% (39)	14.5% (306)	20.9% (304)
Medium priority	39.9% (124)	51.5% (150)	48.0% (1015)	53.2% (776)
High priority	44.1% (137)	35.1% (102)	37.6% (795)	25.9% (378)
Total	100.0% (311)	100.0% (291)	100.0% (2116)	100.0% (1458)

Table 14l: Staff support for students with special needs above and beyond the district's current commitment

	North	Northeast	South/ Southeast	Southwest
Low priority	13.1% (41)	11.7% (34)	13.4% (284)	15.1% (221)
Medium priority	33.7% (105)	40.0% (116)	42.1% (892)	49.6% (724)
High priority	53.2% (166)	48.3% (140)	44.5% (942)	35.3% (515)
Total	100.0% (312)	100.0% (290)	100.0% (2118)	100.0% (1460)

Table 14m: Staff support for student behavior and mental health

	North	Northeast	South/ Southeast	Southwest
Low priority	5.7% (18)	3.1% (9)	4.8% (101)	4.6% (67)
Medium priority	21.3% (67)	27.0% (79)	27.4% (582)	33.0% (484)
High priority	72.9% (229)	70.0% (205)	67.8% (1439)	62.4% (916)
Total	100.0% (314)	100.0% (293)	100.0% (2122)	100.0% (1467)

Table 14n: Yearly salary increases for all district staff

	North	Northeast	South/ Southeast	Southwest
Low priority	8.4% (26)	9.6% (28)	9.5% (200)	13.1% (190)
Medium priority	39.0% (121)	35.3% (103)	39.7% (840)	42.3% (615)
High priority	52.6% (163)	55.1% (161)	50.9% (1076)	44.7% (650)
Total	100.0% (310)	100.0% (292)	100.0% (2116)	100.0% (1455)

APPENDIX C: STAFF SURVEY TABLES

Staff Survey: Aggregate Results

Part 1: Views on Integration

Table 1: Did you take the CDD community survey that was available online from January 13 to February 7?

	Number of Respondents	Percent of Respondents
Yes	497	26.1%
No	993	52.1%
I don't know	416	21.8%
Total	1906	-

Table 2: Do you consider integration when deciding where to work?

	Number of Respondents	Percent of Respondents
Yes	986	53.4%
No	652	35.3%
Not applicable	208	11.3%
Total	1846	-

Part 2: Prioritization of Resources

Table 3: What areas would you prioritize the use of resources above and beyond what is already allocated?

Area	Low priority		Medium priority		High priority		Total Respondents
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
Afterschool programming	310	18%	849	49.2%	567	32.9%	1726
Athletics programming	449	26%	892	51.7%	386	22.4%	1727
College credit earning opportunities for high school students	183	10.6%	700	40.4%	848	49%	1731
Evaluating teacher effectiveness	572	32.9%	742	42.7%	425	24.4%	1739
Fund balance	531	31.1%	861	50.4%	317	18.5%	1709
High-5 (pre-Kindergarten) programming	147	8.5%	510	29.4%	1080	62.2%	1737
Hiring more staff members to support communication between schools and families	433	24.9%	771	44.3%	537	30.8%	1741
Programs, services, and/or staff that improve math and literacy outcomes	139	8%	639	36.7%	961	55.3%	1739
Programming that develops student understanding of different cultures and languages	202	11.6%	767	44.1%	771	44.3%	1740
Programming that develops staff understanding of different cultures and languages	230	13.2%	687	39.4%	825	47.4%	1742
Staff support for English learners above and beyond the district's current commitment	202	11.6%	791	45.6%	741	42.7%	1734
Staff support for students with special needs above and beyond the district's current commitment	132	7.6%	602	34.7%	1001	57.7%	1735
Staff support for student behavior and mental health	18	1%	242	13.8%	1488	85.1%	1748
Yearly salary increases for all district staff	124	7.1%	483	27.7%	1137	65.2%	1744

Part 3: Respondent Demographics

Table 4: What is your primary role?

	Number of Respondents	Percent of Respondents
Clerical staff	52	3.1%
District staff	108	6.5%
Educational Support Professional	197	11.9%
Principal (including principals and APs)	35	2.1%
Related services staff (e.g., audiology, DAPE, OT/PT, Psych, Speech/Language, Nursing, SSW)	177	10.7%
Teacher	922	55.5%
TOSA (Teacher on Special Assignment)	80	4.8%
Other (please specify):	89	5.4%
Total	1660	-

Table 5: What grades do you work with?

	Number of Respondents	Percent of Respondents	Total Respondents
Early Childhood	232	14.1%	1645
K-5	869	52.8%	1645
6-8	467	28.4%	1645
9-12	464	28.2%	1645
Not applicable	119	7.2%	1645
<i>Note: respondents were asked to select all options that applied, so the percentages do not add up to 100.</i>			

Table 6: If you feel comfortable sharing, what is your race/ethnicity?

	Number of Respondents	Percent of Respondents	Total Respondents
African American/Black	143	10.6%	1351
American Indian/Alaskan Native	29	2.1%	1351
Asian	37	2.7%	1351
Hispanic/Latino/a	75	5.6%	1351
Native Hawaiian/Other Pacific Islander	9	0.7%	1351
White	1090	80.7%	1351
Other	52	3.8%	1351
<i>Note: respondents were asked to select all options that applied, so the percentages do not add up to 100.</i>			

Table 7: What building do you spend most of your time in?

	Number of Respondents	Percent of Respondents
800 West Broadway (MACC)	7	0.5%
Andersen United	51	3.3%
Anishinabe Academy	9	0.6%
Anthony Middle	17	1.1%
Anwatin Middle	21	1.4%
Armatage Montessori	12	0.8%
Bancroft	29	1.9%
Barton Open	26	1.7%
Bethune Community	16	1.0%
Bryn Mawr Community	15	1.0%
Burroughs Community	12	0.8%
Center for Adult Learning	8	0.5%
Cityview Community	14	0.9%
Davis Center	113	7.4%
Dowling Urban Environmental	27	1.8%
Early Childhood Special Education	6	0.4%
Edison High	30	2.0%
Emerson Spanish Dual Immersion	18	1.2%
Fair Elementary	2	0.1%
Field Community	14	0.9%
Folwell Performing Arts Magnet	48	3.1%
Franklin Middle	9	0.6%
Green Central Park Community	24	1.6%
Hale Community	29	1.9%
Hall International	14	0.9%
Harrison Education Center	6	0.4%
Heritage Academy	7	0.5%
Hiawatha Community	11	0.7%
Hmong International Academy	19	1.2%
Hospital agency	1	0.1%
Howe	9	0.6%
Jefferson Community	27	1.8%
Jenny Lind Elementary	11	0.7%
Justice Page Middle	21	1.4%
Kenny Community	13	0.8%
Kenwood Community	10	0.7%
Lake Harriet Community—Lower	14	0.9%
Lake Harriet Community—Upper	17	1.1%
Lake Nokomis Community—Keewaydin	19	1.2%
Lake Nokomis Community—Wenonah	14	0.9%
Longfellow Alternative	6	0.4%

Longfellow Early Learning Center	2	0.1%
Loring Community	17	1.1%
Lucy Craft Laney at Cleveland Park	17	1.1%
Lyndale Elementary	23	1.5%
Maintenance & Operations Center	2	0.1%
Marcy Open	25	1.6%
Menlo Park Academy	1	0.1%
Mona Moede Early Learning Center	5	0.3%
Nellie Stone Johnson Community	12	0.8%
North Community High	24	1.6%
North Star	3	0.2%
Northeast Middle	14	0.9%
Northrop Community	12	0.8%
Nutrition Center	8	0.5%
Olson Middle	19	1.2%
Patrick Henry High	34	2.2%
Pillsbury Community	18	1.2%
Pratt Community	13	0.8%
River Bend Education Center	10	0.7%
Roosevelt High	22	1.4%
Sanford Middle	34	2.2%
Seward Montessori	30	2.0%
Sheridan Arts Spanish Dual Immersion	14	0.9%
South High	52	3.4%
Southwest High	55	3.6%
Stadium View	2	0.1%
Sullivan Community	24	1.6%
The FAIR School	9	0.6%
Transition Plus	15	1.0%
Transportation	7	0.5%
Waite Park Community	8	0.5%
Washburn High	40	2.6%
Webster Elementary	14	0.9%
Wellstone International High	11	0.7%
Whittier International	17	1.1%
Wilder Complex	38	2.5%
Windom Spanish Dual Immersion	23	1.5%
Other, (please specify)	84	5.5%
Total	1534	-

Staff Survey: Summary of Responses by Race and Ethnicity

Methodology for race/ethnicity

Because respondents could select all of the race/ethnicity categories that applied to them, the race/ethnicity categories are not mutually exclusive. In other words, each race/ethnicity category includes all respondents who selected the option as one of their race(s)/ethnicity(s). Because there was a small number of respondents who identified as Native Hawaiian/Other Pacific Islander, that group was combined with the Asian group.

Part 1: Views on Integration

Table 8: Did you take the CDD community survey that was available online from January 13 to February 7?

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Yes	17.6% (25)	27.6% (8)	9.5% (4)	28.0% (21)	27.8% (303)
No	61.3% (87)	44.8% (13)	54.8% (23)	45.3% (34)	51.2% (558)
I don't know	21.1% (30)	27.6% (8)	35.7% (15)	26.7% (20)	20.9% (228)
Total	100.0% (142)	100.0% (29)	100.0% (42)	100.0% (75)	100.0% (1089)

Table 9: Do you consider integration when deciding where to work?

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Yes	62.1% (82)	48.0% (12)	65.8% (25)	72.3% (47)	60.9% (598)
No	37.9% (50)	52.0% (13)	34.2% (13)	27.7% (18)	39.1% (384)
Total	100.0% (132)	100.0% (25)	100.0% (38)	100.0% (65)	100.0% (982)
<i>Note: for ease of comparison, respondents who selected "not applicable" were removed</i>					

Part 2: Prioritization of Resources

What areas would you prioritize the use of resources above and beyond what is already allocated?

Table 10a: Afterschool programming

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	12.4% (17)	13.8% (4)	14.3% (6)	17.6% (13)	18.7% (201)
Medium priority	39.4% (54)	44.8% (13)	52.4% (22)	50.0% (37)	50.0% (537)
High priority	48.2% (66)	41.4% (12)	33.3% (14)	32.4% (24)	31.3% (336)
Total	100.0% (137)	100.0% (29)	100.0% (42)	100.0% (74)	100.0% (1074)

Table 10b: Athletics programming

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	15.6% (21)	13.8% (4)	24.4% (10)	26.0% (19)	27.0% (291)
Medium priority	50.4% (68)	48.3% (14)	39.0% (16)	50.7% (37)	52.2% (563)
High priority	34.1% (46)	37.9% (11)	36.6% (15)	23.3% (17)	20.8% (224)
Total	100.0% (135)	100.0% (29)	100.0% (41)	100.0% (73)	100.0% (1078)

Table 10c: College credit earning opportunities for high school students

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	7.2% (10)	6.9% (2)	4.8% (2)	8.1% (6)	12.3% (133)
Medium priority	26.8% (37)	41.4% (12)	26.2% (11)	39.2% (29)	44.0% (476)
High priority	65.9% (91)	51.7% (15)	69.0% (29)	52.7% (39)	43.7% (472)
Total	100.0% (138)	100.0% (29)	100.0% (42)	100.0% (74)	100.0% (1081)

Table 10d: Evaluating teacher effectiveness

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	12.7% (18)	24.1% (7)	14.3% (6)	27.4% (20)	33.9% (367)
Medium priority	30.3% (43)	34.5% (10)	26.2% (11)	38.4% (28)	46.1% (499)
High priority	57.0% (81)	41.4% (12)	59.5% (25)	34.2% (25)	20.0% (216)
Total	100.0% (142)	100.0% (29)	100.0% (42)	100.0% (73)	100.0% (1082)

Table 10e: Fund balance

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	28.4% (38)	24.1% (7)	16.7% (7)	31.9% (23)	30.1% (321)
Medium priority	33.6% (45)	41.4% (12)	50.0% (21)	45.8% (33)	52.7% (562)
High priority	38.1% (51)	34.5% (10)	33.3% (14)	22.2% (16)	17.2% (183)
Total	100.0% (134)	100.0% (29)	100.0% (42)	100.0% (72)	100.0% (1066)

Table 10f: High-5 (pre-Kindergarten) programming

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	10.7% (15)	10.3% (3)	4.9% (2)	5.6% (4)	7.7% (83)
Medium priority	22.9% (32)	27.6% (8)	31.7% (13)	31.9% (23)	29.3% (316)
High priority	66.4% (93)	62.1% (18)	63.4% (26)	62.5% (45)	63.1% (681)
Total	100.0% (140)	100.0% (29)	100.0% (41)	100.0% (72)	100.0% (1080)

Table 10g: Hiring more staff members to support communication between schools and families

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	20.4% (29)	24.1% (7)	29.3% (12)	20.0% (15)	24.7% (268)
Medium priority	31.0% (44)	31.0% (9)	31.7% (13)	40.0% (30)	48.0% (520)
High priority	48.6% (69)	44.8% (13)	39.0% (16)	40.0% (30)	27.2% (295)
Total	100.0% (142)	100.0% (29)	100.0% (41)	100.0% (75)	100.0% (1083)

Table 10h: Programs, services, and/or staff that improve math and literacy outcomes

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	4.3% (6)	3.4% (1)	7.1% (3)	2.7% (2)	9.1% (98)
Medium priority	25.0% (35)	51.7% (15)	35.7% (15)	35.1% (26)	36.9% (399)
High priority	70.7% (99)	44.8% (13)	57.1% (24)	62.2% (46)	54.0% (583)
Total	100.0% (140)	100.0% (29)	100.0% (42)	100.0% (74)	100.0% (1080)

Table 10i: Programming that develops student understanding of different cultures and languages

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	12.6% (18)	27.6% (8)	9.8% (4)	8.2% (6)	10.6% (115)
Medium priority	32.2% (46)	24.1% (7)	36.6% (15)	32.9% (24)	46.6% (504)
High priority	55.2% (79)	48.3% (14)	53.7% (22)	58.9% (43)	42.8% (463)
Total	100.0% (143)	100.0% (29)	100.0% (41)	100.0% (73)	100.0% (1082)

Table 10j: Programming that develops staff understanding of different cultures and languages

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	7.1% (10)	17.2% (5)	14.3% (6)	9.5% (7)	12.4% (134)
Medium priority	27.0% (38)	24.1% (7)	23.8% (10)	25.7% (19)	41.7% (451)
High priority	66.0% (93)	58.6% (17)	61.9% (26)	64.9% (48)	45.9% (497)
Total	100.0% (141)	100.0% (29)	100.0% (42)	100.0% (74)	100.0% (1082)

Table 10k: Staff support for English learners above and beyond the district's current commitment

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	13.8% (19)	20.7% (6)	7.3% (3)	9.3% (7)	11.0% (119)
Medium priority	35.5% (49)	34.5% (10)	36.6% (15)	33.3% (25)	48.9% (528)
High priority	50.7% (70)	44.8% (13)	56.1% (23)	57.3% (43)	40.0% (432)
Total	100.0% (138)	100.0% (29)	100.0% (41)	100.0% (75)	100.0% (1079)

Table 10l: Staff support for students with special needs above and beyond the district's current commitment

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	7.2% (10)	13.8% (4)	4.9% (2)	5.4% (4)	7.4% (80)
Medium priority	28.8% (40)	27.6% (8)	26.8% (11)	29.7% (22)	35.7% (385)
High priority	64.0% (89)	58.6% (17)	68.3% (28)	64.9% (48)	56.9% (613)
Total	100.0% (139)	100.0% (29)	100.0% (41)	100.0% (74)	100.0% (1078)

Table 10m: Staff support for student behavior and mental health

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	1.4% (2)	0.0% (0)	2.4% (1)	0.0% (0)	1.0% (11)
Medium priority	17.7% (25)	13.8% (4)	14.3% (6)	13.3% (10)	13.0% (141)
High priority	80.9% (114)	86.2% (25)	83.3% (35)	86.7% (65)	86.0% (934)
Total	100.0% (141)	100.0% (29)	100.0% (42)	100.0% (75)	100.0% (1086)

Table 10n: Yearly salary increases for all district staff

	African American/ Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Low priority	7.7% (11)	6.9% (2)	2.4% (1)	8.1% (6)	7.8% (84)
Medium priority	24.6% (35)	31.0% (9)	31.0% (13)	29.7% (22)	30.3% (328)
High priority	67.6% (96)	62.1% (18)	66.7% (28)	62.2% (46)	62.0% (671)
Total	100.0% (142)	100.0% (29)	100.0% (42)	100.0% (74)	100.0% (1083)

APPENDIX D: STUDENT SURVEY TABLES

Student Survey: Aggregate Results

Part 1: How do students define a well-rounded education?

As part of a study on Student Placement in the fall of 2019, MPS asked students what they looked for when choosing a high school. There were five factors that students said were **most** important: a welcoming school, academic excellence, teachers that meet their needs, a school that addresses behavior problems in a way that meets their needs, and that the school is in a safe neighborhood. This survey asked MPS high school students to define each of these factors.

Table 1: Select all the ways you define a “welcoming school.”

	Number of Respondents	Percent of Respondents
I feel safe in my school building	1347	87.9%
I have positive relationships with other students (students who support me; who respect me for who I am)	1258	82.1%
I have positive relationships with teachers (teachers who support me; who respect me for who I am)	1272	83%
I have positive relationships with the administration (principal and/or assistant principals who support me; who respect me for who I am)	989	64.6%
I see myself in the curriculum (the curriculum represents my culture, identities, interests)	938	61.2%
I can participate in programs I’m interested in (ex: arts, athletics, clubs)	1141	74.5%
My family feels welcome in the school community	1037	67.7%
Other	61	4%
TOTAL	1532	-

Table 2: Select all the ways you define “academic excellence.”

	Number of Respondents	Percent of Respondents
School staff who have high expectations for me (they believe I can do well)	1144	75.1%
The school offers AP courses	1017	66.7%
The school has an International Baccalaureate (IB) pathway	720	47.2%
The school has Career and Technical education course offerings	927	60.8%
The school has language immersion programming (I can take academic classes (ex: Math, Science, Social Studies) in another language; current high school offerings include Spanish immersion at Roosevelt and Hmong immersion at Henry)	806	52.9%
The school has Ethnic Studies courses	783	51.4%
The school has good teachers	1251	82.1%
The school has good administrators (Principal, Assistant Principal)	1061	69.6%
People have a positive impression of my school’s academic reputation	928	60.9%
Other	86	5.6%
TOTAL	1524	-

Table 3: Select all the ways you define “teachers that meet my needs.”

	Number of Respondents	Percent of Respondents
Teachers are excited about the subject(s) they teach	1130	74.6%
Teachers are excited about teaching	1098	72.5%
Teachers are responsive to student feedback	1193	78.8%
Teachers have a relationship with me (they have an understanding of my life)	964	63.7%
Teachers have high expectations for me (they believe I can do well academically)	1052	69.5%
Teachers make class fun	1088	71.9%
Teachers make the content relevant to me and my everyday life	880	58.1%
Teachers provide accommodations (ex: follows 504 and/or IEP)	750	49.5%
Teachers respect me for who I am	1207	79.7%
Other	57	3.8%
TOTAL	1514	-

Table 4: Select all the ways you define how a school “addresses behavior problems in a way that meets my needs.”

	Number of Respondents	Percent of Respondents
Disciplinary action at my school is not different based on a student’s race/ethnicity	1103	74.5%
School staff prevents student fights in the building	1062	71.7%
School staff prevents student disruptions during class	993	67%
School staff prevents bullying (ex: cyber bullying, hate speech)	1062	71.7%
School staff prevents use of drugs in the building	953	64.3%
School has School Resource Officers (SROs)	807	54.5%
When I face disciplinary action, school staff treat me with respect	1019	68.8%
Other	52	3.5%
TOTAL	1481	-

Table 5: Select all the ways you define a “safe neighborhood.”

	Number of Respondents	Percent of Respondents
I feel comfortable walking in my school’s neighborhood	1294	88%
My family thinks the neighborhood around my school is safe	1064	72.3%
People in my school’s neighborhood respect me for who I am	953	64.8%
Students from my school are welcome in the neighborhood around my school (ex: restaurants, businesses)	1154	78.5%
Other	36	2.4%
TOTAL	1471	-

Part 2: What offerings do students care more about?

In the second part of the survey, students were asked to identify how much they cared about the offerings below. This list of offerings was adapted from the community CDD survey.

Table 6: How much do you care about the following?

	I don't care at all		I care a little		I care a lot		I don't know		Total Respondents
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
Afterschool programming	228	15.2%	571	38%	594	39.5%	110	7.3%	1503
Arts programming (ex: band, choir, orchestra, theatre, visual arts)	252	16.9%	433	29.1%	716	48.2%	86	5.8%	1487
Athletics programming	208	14.1%	379	25.6%	800	54.1%	91	6.2%	1478
Advanced Placement courses	139	9.4%	427	28.9%	770	52.1%	143	9.7%	1479
Career and Technical Education	147	9.9%	506	34.2%	693	46.8%	135	9.1%	1481
Language Immersion programming (current high school offerings include Spanish immersion at Roosevelt and Hmong immersion at Henry)	254	17.1%	542	36.5%	518	34.9%	171	11.5%	1485
Ethnic Studies courses	196	13.2%	528	35.6%	574	38.7%	185	12.5%	1483
Foreign Language courses	167	11.2%	429	28.8%	775	52.1%	117	7.9%	1488
International Baccalaureate (IB) courses	284	19.2%	460	31%	498	33.6%	241	16.3%	1483

Part 3: Respondent Demographics

The last section of the survey asked students to report their demographic information. Students were asked to identify their grade level, current school, community high school, and race/ethnicity. To support students in identifying their community school, survey question included a map of MPS comprehensive high school attendance zones and a link to the MPS school request site (where students can enter their grade and address to find out their community high school).

Table 7: Grade Level

	Number of Respondents	Percent of Respondents
9	537	35.8%
10	355	23.7%
11	345	23.0%
12	263	17.5%
Total	1500	-

Table 8: Current School

	Number of Respondents	Percent of Respondents
Edison	265	17.6%
FAIR Downtown	151	10.0%
Harrison Educational Center	1	0.1%
Henry	2	0.1%
Heritage	0	-
Longfellow	0	-
Loring Nicollet	0	-
MENLO Park Academy	0	-
MERC	0	-
Minneapolis Academy	3	0.2%
NaWAyEe Center School	0	-
North	136	9.0%
Online Learning	2	0.1%
PYC Arts and Technology High School	0	-
Roosevelt	148	9.8%
South	393	26.1%
Southwest	392	26.0%
Stadium View	2	0.1%
Takoda Prep/American Indian OIC	8	0.5%
VOA High School	1	0.1%
Washburn	1	0.1%
Wellstone	0	-
Total	1505	-

Table 9: Community High School (based on home address)

Based on current school boundary lines.

	Number of Respondents	Percent of Respondents
Edison	192	12.7%
Henry	58	3.8%
North	210	13.9%
Roosevelt	152	10.1%
South	335	22.2%
Southwest	314	20.8%
Washburn	69	4.6%
I don't live in Minneapolis	59	3.9%
I don't know	120	8.0%
Total	1509	-

Table10: Race(s)/Ethnicity(s) of Respondents

Category and Sub-category		Number of Respondents	Percent of Respondents	Total Respondents
African American/Black		603	40.1%	1502
	African-American	386	25.7%	1502
	Ethiopian-Oromo	46	3.1%	1502
	Ethiopian-Other	41	2.7%	1502
	Liberian	34	2.3%	1502
	Nigerian	41	2.7%	1502
	Somali	210	14%	1502
	Other Black	76	5.1%	1502
	Unknown	29	1.9%	1502
American Indian/Alaskan Native		80	5.3%	1502
	Anishinaabe/Ojibwe	44	2.9%	1502
	Cherokee	18	1.2%	1502
	Dakota/Lakota	26	1.7%	1502
	Other American Indian Tribal Affiliation	25	1.7%	1502
	Unknown	19	1.3%	1502
Asian		92	6.1%	1502
	Asian Indian	16	1.1%	1502
	Burmese	11	0.7%	1502
	Chinese	23	1.5%	1502
	Filipino	15	1%	1502
	Hmong	25	1.7%	1502
	Karen	10	0.7%	1502
	Korean	29	1.9%	1502
	Vietnamese	20	1.3%	1502
	Other Asian	31	2.1%	1502
	Unknown	7	0.5%	1502
Hispanic/Latino/a		271	18%	1502
	Colombian	18	1.2%	1502
	Ecuadoran	50	3.3%	1502
	Guatemalan	29	1.9%	1502
	Mexican	194	12.9%	1502
	Puerto Rican	26	1.7%	1502
	Salvadoran	25	1.7%	1502
	Spaniard/Spanish/Spanish-American	28	1.9%	1502
	Other Hispanic/Latino/a	30	2%	1502
	Unknown	9	0.6%	1502
Native Hawaiian/Other Pacific Islander		36	2.4%	1502
White		681	45.3%	1502
Other (please specify)		114	7.6%	1502

Note: respondents selected all of the sub-categories that applied to them, and some did not select any sub-categories. For these reasons, the sub-category numbers will not always add up to the number of respondents in the larger category.

Student Survey: Summary of Responses by Race and Ethnicity

Part 1: How do students define a well-rounded education?

Table 11: Select all the ways you define a “welcoming school.”

	African American / Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
I feel safe in my school building	83.1% (496)	91.1% (72)	90% (99)	84.8% (229)	92.9% (630)
I have positive relationships with other students (students who support me; who respect me for who I am)	75% (448)	83.5% (66)	81.8% (90)	79.6% (215)	90.6% (614)
I have positive relationships with teachers (teachers who support me; who respect me for who I am)	75.4% (450)	78.5% (62)	84.5% (93)	84.4% (228)	90.9% (616)
I have positive relationships with the administration (principal and/or assistant principals who support me; who respect me for who I am)	60.1% (359)	62% (49)	59.1% (65)	56.7% (153)	73.7% (500)
I see myself in the curriculum (the curriculum represents my culture, identities, interests)	55.1% (329)	63.3% (50)	52.7% (58)	56.3% (152)	71.4% (484)
I can participate in programs I’m interested in (ex: arts, athletics, clubs)	68% (406)	72.2% (57)	73.6% (81)	65.9% (178)	85.8% (582)
My family feels welcome in the school community	61.8% (369)	65.8% (52)	61.8% (68)	63.7% (172)	77.1% (523)
Other	3% (18)	3.8% (3)	5.5% (6)	3.3% (9)	4.7% (32)

Table 12: Select all the ways you define “academic excellence.”

	African American / Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
School staff who have high expectations for me (they believe I can do well)	73% (436)	76.6% (59)	70% (77)	70.6% (190)	80.4% (545)
The school offers AP courses	60.6% (362)	57.1% (44)	64.5% (71)	62.1% (167)	76.1% (516)
The school has an International Baccalaureate (IB) pathway	42% (251)	42.9% (33)	47.3% (52)	49.4% (133)	50.6% (343)
The school has Career and Technical education course offerings	53.3% (318)	55.8% (43)	64.5% (71)	61.7% (166)	67.3% (456)
The school has language immersion programming (I can take academic classes (ex: Math, Science, Social Studies) in another language; current high school offerings include Spanish immersion at Roosevelt and Hmong immersion at Henry)	46.2% (276)	45.5% (35)	50.9% (56)	58.4% (157)	55.9% (379)
The school has Ethnic Studies courses	42.4% (253)	40.3% (31)	49.1% (54)	49.8% (134)	62.2% (422)
The school has good teachers	73.2% (437)	79.2% (61)	83.6% (92)	81% (218)	90.9% (616)
The school has good administrators (Principal, Assistant Principal)	59.8% (357)	64.9% (50)	68.2% (75)	66.9% (180)	79.9% (542)
People have a positive impression of my school’s academic reputation	52.9% (316)	58.4% (45)	63.6% (70)	59.5% (160)	71.5% (485)
Other	3.9% (23)	11.7% (9)	5.5% (6)	8.2% (22)	6.9% (47)

Table 13: Select all the ways you define “teachers that meet my needs.”

	African American / Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Teachers are excited about the subject(s) they teach	67% (400)	74.7% (59)	79.6% (86)	75.2% (203)	82.9% (559)
Teachers are excited about teaching	64.2% (383)	72.2% (57)	74.1% (80)	70.7% (191)	81.3% (548)
Teachers are responsive to student feedback	70.9% (423)	73.4% (58)	81.5% (88)	76.7% (207)	86.5% (583)
Teachers have a relationship with me (they have an understanding of my life)	54.6% (326)	68.4% (54)	64.8% (70)	60.4% (163)	75.4% (508)
Teachers have high expectations for me (they believe I can do well academically)	61.1% (365)	69.6% (55)	66.7% (72)	67.4% (182)	78.5% (529)
Teachers make class fun	63% (376)	70.9% (56)	77.8% (84)	69.3% (187)	81.9% (552)
Teachers make the content relevant to me and my everyday life	48.4% (289)	50.6% (40)	59.3% (64)	51.9% (140)	70.8% (477)
Teachers provide accommodations (ex: follows 504 and/or IEP)	37.4% (223)	54.4% (43)	51.9% (56)	38.9% (105)	68.1% (459)
Teachers respect me for who I am	71.4% (426)	75.9% (60)	80.6% (87)	83.3% (225)	86.6% (584)
Other	4.4% (26)	7.6% (6)	4.6% (5)	3.3% (9)	4.2% (28)

Table 14: Select all the ways you define how a school “addresses behavior problems in a way that meets my needs.”

	African American / Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
Disciplinary action at my school is not different based on a student’s race/ethnicity	61.9% (361)	71.6% (53)	77.7% (80)	70.9% (185)	88.4% (589)
School staff prevents student fights in the building	66.2% (386)	75.7% (56)	74.8% (77)	70.9% (185)	76% (506)
School staff prevents student disruptions during class	61.2% (357)	64.9% (48)	68% (70)	66.3% (173)	71.6% (477)
School staff prevents bullying (ex: cyber bullying, hate speech)	61.2% (357)	71.6% (53)	71.8% (74)	73.2% (191)	81.7% (544)
School staff prevents use of drugs in the building	59.5% (347)	66.2% (49)	62.1% (64)	63.6% (166)	67% (446)
School has School Resource Officers (SROs)	47.2% (275)	59.5% (44)	66% (68)	51.7% (135)	61.9% (412)
When I face disciplinary action, school staff treat me with respect	55.4% (323)	68.9% (51)	68.9% (71)	67.8% (177)	83.6% (557)
Other	2.7% (16)	5.4% (4)	5.8% (6)	2.7% (7)	4.7% (31)

Table 15: Select all the ways you define a “safe neighborhood.”

	African American / Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
I feel comfortable walking in my school’s neighborhood	82.9% (480)	82.7% (62)	89.4% (93)	89.7% (235)	92.9% (617)
My family thinks the neighborhood around my school is safe	66.5% (385)	66.7% (50)	77.9% (81)	72.1% (189)	80.3% (533)
People in my school’s neighborhood respect me for who I am	58.7% (340)	66.7% (50)	72.1% (75)	61.8% (162)	73.5% (488)
Students from my school are welcome in the neighborhood around my school (ex: restaurants, businesses)	68.7% (398)	78.7% (59)	81.7% (85)	76.3% (200)	90.1% (598)
Other	2.8% (16)	8% (6)	2.9% (3)	4.2% (11)	2% (13)

Part 2: What offerings do students care more about?

How much do you care about the following?

Table 16a: Afterschool programming

	African American / Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
I don't care at all	15.9% (95)	21.8% (17)	16.5% (18)	19.3% (52)	14.0% (95)
I care a little	35.8% (214)	35.9% (28)	37.6% (41)	40.5% (109)	39.4% (267)
I care a lot	39.3% (235)	35.9% (28)	40.4% (44)	34.9% (94)	40.3% (273)
I don't know	9.0% (54)	6.4% (5)	5.5% (6)	5.2% (14)	6.2% (42)
Total	100.0% (598)	100.0% (78)	100.0% (109)	100.0% (269)	100.0% (677)

Table 16b: Arts programming (ex: band, choir, orchestra, theatre, visual arts)

	African American / Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
I don't care at all	24.1% (141)	19.0% (15)	19.3% (21)	18.2% (49)	11.4% (77)
I care a little	31.0% (181)	31.6% (25)	28.4% (31)	33.8% (91)	23.5% (158)
I care a lot	37.3% (218)	41.8% (33)	45.9% (50)	43.5% (117)	60.8% (409)
I don't know	7.5% (44)	7.6% (6)	6.4% (7)	4.5% (12)	4.3% (29)
Total	100.0% (584)	100.0% (79)	100.0% (109)	100.0% (269)	100.0% (673)

Table 16c: Athletics programming

	African American / Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
I don't care at all	13.3% (77)	15.2% (12)	22.0% (24)	14.0% (37)	15.7% (106)
I care a little	25.8% (149)	26.6% (21)	20.2% (22)	37.4% (99)	22.1% (149)
I care a lot	53.8% (311)	48.1% (38)	50.5% (55)	43.0% (114)	58.1% (392)
I don't know	7.1% (41)	10.1% (8)	7.3% (8)	5.7% (15)	4.1% (28)
Total	100.0% (578)	100.0% (79)	100.0% (109)	100.0% (265)	100.0% (675)

Table 16d: Advanced Placement courses

	African American / Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
I don't care at all	11.2% (65)	9.0% (7)	14.2% (15)	10.9% (29)	8.0% (54)
I care a little	28.8% (167)	32.1% (25)	25.5% (27)	28.3% (75)	30.8% (207)
I care a lot	48.2% (279)	47.4% (37)	50.0% (53)	50.6% (134)	53.8% (362)
I don't know	11.7% (68)	11.5% (9)	10.4% (11)	10.2% (27)	7.4% (50)
Total	100.0% (579)	100.0% (78)	100.0% (106)	100.0% (265)	100.0% (673)

Table 16e: Career and Technical Education

	African American / Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
I don't care at all	11.6% (67)	10.1% (8)	14.7% (16)	7.1% (19)	11.4% (77)
I care a little	30.2% (175)	29.1% (23)	38.5% (42)	27.9% (75)	39.9% (269)
I care a lot	50.0% (290)	49.4% (39)	34.9% (38)	53.2% (143)	40.4% (273)
I don't know	8.3% (48)	11.4% (9)	11.9% (13)	11.9% (32)	8.3% (56)
Total	100.0% (580)	100.0% (79)	100.0% (109)	100.0% (269)	100.0% (675)

Table 16f: Language Immersion programming (current high school offerings include Spanish immersion at Roosevelt and Hmong immersion at Henry)

	African American / Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
I don't care at all	18.2% (107)	18.8% (15)	18.3% (20)	9.0% (24)	20.1% (135)
I care a little	34.7% (204)	36.2% (29)	40.4% (44)	30.2% (81)	40.6% (273)
I care a lot	33.0% (194)	27.5% (22)	30.3% (33)	50.0% (134)	28.6% (192)
I don't know	14.1% (83)	17.5% (14)	11.0% (12)	10.8% (29)	10.7% (72)
Total	100.0% (588)	100.0% (80)	100.0% (109)	100.0% (268)	100.0% (672)

Table 16g: Ethnic Studies courses

	African American / Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
I don't care at all	14.4% (84)	12.8% (10)	18.7% (20)	9.1% (24)	13.0% (88)
I care a little	30.9% (180)	34.6% (27)	36.4% (39)	36.6% (97)	41.0% (277)
I care a lot	40.7% (237)	35.9% (28)	33.6% (36)	41.9% (111)	35.1% (237)
I don't know	14.1% (82)	16.7% (13)	11.2% (12)	12.5% (33)	10.8% (73)
Total	100.0% (583)	100.0% (78)	100.0% (107)	100.0% (265)	100.0% (675)

Table 16h: Foreign Language courses

	African American / Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
I don't care at all	14.7% (86)	14.1% (11)	15.9% (17)	8.6% (23)	10.4% (70)
I care a little	30.4% (178)	25.6% (20)	28.0% (30)	26.2% (70)	28.8% (194)
I care a lot	45.6% (267)	47.4% (37)	48.6% (52)	55.4% (148)	55.2% (372)
I don't know	9.4% (55)	12.8% (10)	7.5% (8)	9.7% (26)	5.6% (38)
Total	100.0% (586)	100.0% (78)	100.0% (107)	100.0% (267)	100.0% (674)

Table 16i: International Baccalaureate (IB) courses

	African American / Black	American Indian/ Alaskan Native	Asian	Hispanic/ Latino/a	White
I don't care at all	17.4% (102)	22.5% (18)	22.0% (24)	13.8% (37)	24.1% (162)
I care a little	29.4% (172)	23.8% (19)	30.3% (33)	34.6% (93)	33.7% (226)
I care a lot	34.5% (202)	26.2% (21)	28.4% (31)	35.3% (95)	28.9% (194)
I don't know	18.6% (109)	27.5% (22)	19.3% (21)	16.4% (44)	13.3% (89)
Total	100.0% (585)	100.0% (80)	100.0% (109)	100.0% (269)	100.0% (671)

Student Survey: Summary of Responses by Community High School

Part 1: How do students define a well-rounded education?

Table 17: Select all the ways you define a “welcoming school.”

	Edison	Henry	North	Roosevelt	South	Southwest	Washburn
I feel safe in my school building	82.7% (158)	80.7% (46)	79.8% (166)	86.8% (132)	91.3% (304)	93.9% (294)	91.3% (63)
I have positive relationships with other students (students who support me; who respect me for who I am)	75.4% (144)	86% (49)	76.4% (159)	84.9% (129)	78.7% (262)	90.4% (283)	87% (60)
I have positive relationships with teachers (teachers who support me; who respect me for who I am)	80.6% (154)	82.5% (47)	76.4% (159)	84.9% (129)	82% (273)	88.5% (277)	82.6% (57)
I have positive relationships with the administration (principal and/or assistant principals who support me; who respect me for who I am)	60.7% (116)	59.6% (34)	62% (129)	69.7% (106)	64.9% (216)	65.5% (205)	71% (49)
I see myself in the curriculum (the curriculum represents my culture, identities, interests)	59.2% (113)	61.4% (35)	51.4% (107)	61.2% (93)	60.1% (200)	67.1% (210)	63.8% (44)
I can participate in programs I’m interested in (ex: arts, athletics, clubs)	72.3% (138)	70.2% (40)	68.8% (143)	76.3% (116)	70.6% (235)	80.8% (253)	69.6% (48)
My family feels welcome in the school community	66% (126)	57.9% (33)	61.1% (127)	68.4% (104)	68.5% (228)	74.1% (232)	69.6% (48)
Other	3.1% (6)	3.5% (2)	6.2% (13)	3.9% (6)	3.9% (13)	2.2% (7)	8.7% (6)

Table 18: Select all the ways you define “academic excellence.”

	Edison	Henry	North	Roosevelt	South	Southwest	Washburn
School staff who have high expectations for me (they believe I can do well)	67.9% (129)	81% (47)	70.2% (146)	77.5% (117)	76.3% (255)	77.3% (242)	81.2% (56)
The school offers AP courses	46.3% (88)	48.3% (28)	64.4% (134)	66.2% (100)	75.4% (252)	78% (244)	55.1% (38)
The school has an International Baccalaureate (IB) pathway	64.2% (122)	44.8% (26)	35.1% (73)	49% (74)	31.7% (106)	62.9% (197)	47.8% (33)
The school has Career and Technical education course offerings	56.8% (108)	55.2% (32)	47.1% (98)	60.3% (91)	65.9% (220)	65.8% (206)	62.3% (43)
The school has language immersion programming (I can take academic classes (ex: Math, Science, Social Studies) in another language; current high school offerings include Spanish immersion at Roosevelt and Hmong immersion at Henry)	51.6% (98)	55.2% (32)	44.7% (93)	55% (83)	53.6% (179)	55.6% (174)	56.5% (39)
The school has Ethnic Studies courses	47.9% (91)	41.4% (24)	39.4% (82)	59.6% (90)	52.4% (175)	58.1% (182)	52.2% (36)
The school has good teachers	81.1% (154)	75.9% (44)	70.7% (147)	86.8% (131)	84.4% (282)	88.5% (277)	76.8% (53)
The school has good administrators (Principal, Assistant Principal)	68.9% (131)	69% (40)	55.8% (116)	70.9% (107)	71.6% (239)	77% (241)	63.8% (44)
People have a positive impression of my school’s academic reputation	56.8% (108)	62.1% (36)	49.5% (103)	60.3% (91)	62.3% (208)	69.6% (218)	55.1% (38)
Other	4.2% (8)	5.2% (3)	3.8% (8)	6% (9)	7.8% (26)	5.8% (18)	5.8% (4)

Table 19: Select all the ways you define “teachers that meet my needs.”

	Edison	Henry	North	Roosevelt	South	Southwest	Washburn
Teachers are excited about the subject(s) they teach	74.6% (141)	65.5% (38)	64.4% (134)	77% (117)	76.4% (253)	81.1% (253)	79.7% (55)
Teachers are excited about teaching	70.4% (133)	62.1% (36)	59.6% (124)	77.6% (118)	77% (255)	76.3% (238)	78.3% (54)
Teachers are responsive to student feedback	73.5% (139)	75.9% (44)	71.2% (148)	82.2% (125)	80.1% (265)	83.3% (260)	76.8% (53)
Teachers have a relationship with me (they have an understanding of my life)	60.3% (114)	62.1% (36)	58.7% (122)	63.8% (97)	65% (215)	69.2% (216)	63.8% (44)
Teachers have high expectations for me (they believe I can do well academically)	68.8% (130)	65.5% (38)	64.4% (134)	73% (111)	67.7% (224)	75.3% (235)	65.2% (45)
Teachers make class fun	69.3% (131)	63.8% (37)	61.5% (128)	77% (117)	75.2% (249)	75.6% (236)	66.7% (46)
Teachers make the content relevant to me and my everyday life	55.6% (105)	60.3% (35)	39.9% (83)	65.8% (100)	61.3% (203)	63.1% (197)	52.2% (36)
Teachers provide accommodations (ex: follows 504 and/or IEP)	42.3% (80)	44.8% (26)	37.5% (78)	56.6% (86)	49.5% (164)	61.2% (191)	55.1% (38)
Teachers respect me for who I am	80.4% (152)	69% (40)	70.7% (147)	84.9% (129)	80.1% (265)	82.7% (258)	78.3% (54)
Other	1.6% (3)	1.7% (1)	3.4% (7)	3.3% (5)	5.1% (17)	4.5% (14)	4.3% (3)

Table 20: Select all the ways you define how a school “addresses behavior problems in a way that meets my needs.”

	Edison	Henry	North	Roosevelt	South	Southwest	Washburn
Disciplinary action at my school is not different based on a student’s race/ethnicity	72.3% (136)	78.9% (45)	60.3% (120)	79.3% (119)	76.1% (249)	82.9% (252)	76.5% (52)
School staff prevents student fights in the building	68.6% (129)	68.4% (39)	67.3% (134)	76% (114)	70.3% (230)	74% (225)	73.5% (50)
School staff prevents student disruptions during class	67.6% (127)	66.7% (38)	63.8% (127)	70.7% (106)	64.8% (212)	69.1% (210)	63.2% (43)
School staff prevents bullying (ex: cyber bullying, hate speech)	70.2% (132)	73.7% (42)	59.3% (118)	74% (111)	70.3% (230)	79.9% (243)	75% (51)
School staff prevents use of drugs in the building	66% (124)	63.2% (36)	59.3% (118)	62% (93)	62.4% (204)	69.4% (211)	58.8% (40)
School has School Resource Officers (SROs)	58.5% (110)	42.1% (24)	49.7% (99)	54% (81)	50.5% (165)	67.8% (206)	45.6% (31)
When I face disciplinary action, school staff treat me with respect	64.9% (122)	63.2% (36)	56.8% (113)	75.3% (113)	68.5% (224)	77.6% (236)	76.5% (52)
Other	3.7% (7)	3.5% (2)	3% (6)	4% (6)	3.1% (10)	3.6% (11)	2.9% (2)

Table 21: Select all the ways you define a “safe neighborhood.”

	Edison	Henry	North	Roosevelt	South	Southwest	Washburn
I feel comfortable walking in my school’s neighborhood	87.4% (166)	83.6% (46)	82% (164)	86% (129)	87.8% (287)	95.8% (294)	89.1% (57)
My family thinks the neighborhood around my school is safe	71.1% (135)	63.6% (35)	65% (130)	74% (111)	70.3% (230)	83.1% (255)	71.9% (46)
People in my school’s neighborhood respect me for who I am	58.9% (112)	54.5% (30)	57.5% (115)	72% (108)	65.1% (213)	72.6% (223)	57.8% (37)
Students from my school are welcome in the neighborhood around my school (ex: restaurants, businesses)	82.6% (157)	72.7% (40)	65.5% (131)	82% (123)	74.6% (244)	87.3% (268)	71.9% (46)
Other	2.1% (4)	1.8% (1)	5% (10)	1.3% (2)	3.7% (12)	1% (3)	1.6% (1)

Part 2: What offerings do students care more about?

How much do you care about the following?

Table 22a: Afterschool programming

	Edison	Henry	North	Roosevelt	South	Southwest	Washburn
I don’t care at all	17.5% (33)	10.3% (6)	19.2% (40)	11.2% (17)	15.0% (50)	14.5% (45)	20.3% (14)
I care a little	28.6% (54)	41.4% (24)	39.4% (82)	36.8% (56)	38.1% (127)	42.1% (131)	29.0% (20)
I care a lot	48.7% (92)	43.1% (25)	32.7% (68)	46.7% (71)	38.4% (128)	34.4% (107)	47.8% (33)
I don’t know	5.3% (10)	5.2% (3)	8.7% (18)	5.3% (8)	8.4% (28)	9.0% (28)	2.9% (2)
Total	100.0% (189)	100.0% (58)	100.0% (208)	100.0% (152)	100.0% (333)	100.0% (311)	100.0% (69)

Table 22b: Arts programming (ex: band, choir, orchestra, theatre, visual arts)

	Edison	Henry	North	Roosevelt	South	Southwest	Washburn
I don't care at all	17.9% (34)	15.8% (9)	23.2% (47)	11.3% (17)	16.9% (55)	13.0% (40)	20.3% (14)
I care a little	28.4% (54)	33.3% (19)	28.6% (58)	26.5% (40)	33.4% (109)	26.6% (82)	20.3% (14)
I care a lot	50.0% (95)	49.1% (28)	41.4% (84)	55.6% (84)	41.7% (136)	54.9% (169)	58.0% (40)
I don't know	3.7% (7)	1.8% (1)	6.9% (14)	6.6% (10)	8.0% (26)	5.5% (17)	1.4% (1)
Total	100.0% (190)	100.0% (57)	100.0% (203)	100.0% (151)	100.0% (326)	100.0% (308)	100.0% (69)

Table 22c: Athletics programming

	Edison	Henry	North	Roosevelt	South	Southwest	Washburn
I don't care at all	17.8% (33)	5.3% (3)	13.5% (27)	13.6% (20)	13.1% (43)	10.0% (31)	20.3% (14)
I care a little	27.0% (50)	28.1% (16)	27.5% (55)	19.7% (29)	26.6% (87)	22.3% (69)	31.9% (22)
I care a lot	51.9% (96)	57.9% (33)	51.5% (103)	59.2% (87)	54.4% (178)	61.0% (189)	46.4% (32)
I don't know	3.2% (6)	8.8% (5)	7.5% (15)	7.5% (11)	5.8% (19)	6.8% (21)	1.4% (1)
Total	100.0% (185)	100.0% (57)	100.0% (200)	100.0% (147)	100.0% (327)	100.0% (310)	100.0% (69)

Table 22d: Advanced Placement courses

	Edison	Henry	North	Roosevelt	South	Southwest	Washburn
I don't care at all	12.2% (23)	8.6% (5)	13.5% (27)	6.8% (10)	7.0% (23)	9.7% (30)	6.0% (4)
I care a little	32.8% (62)	43.1% (25)	28.0% (56)	25.7% (38)	26.4% (87)	28.4% (88)	29.9% (20)
I care a lot	45.5% (86)	41.4% (24)	46.5% (93)	59.5% (88)	54.4% (179)	53.9% (167)	61.2% (41)
I don't know	9.5% (18)	6.9% (4)	12.0% (24)	8.1% (12)	12.2% (40)	8.1% (25)	3.0% (2)
Total	100.0% (189)	100.0% (58)	100.0% (200)	100.0% (148)	100.0% (329)	100.0% (310)	100.0% (67)

Table 22e: Career and Technical Education

	Edison	Henry	North	Roosevelt	South	Southwest	Washburn
I don't care at all	5.8% (11)	12.3% (7)	12.1% (24)	8.7% (13)	6.9% (23)	14.4% (44)	14.7% (10)
I care a little	36.5% (69)	31.6% (18)	31.2% (62)	27.3% (41)	34.4% (114)	39.5% (121)	36.8% (25)
I care a lot	50.8% (96)	47.4% (27)	46.7% (93)	56.0% (84)	49.8% (165)	34.6% (106)	42.6% (29)
I don't know	6.9% (13)	8.8% (5)	10.1% (20)	8.0% (12)	8.8% (29)	11.4% (35)	5.9% (4)
Total	100.0% (189)	100.0% (57)	100.0% (199)	100.0% (150)	100.0% (331)	100.0% (306)	100.0% (68)

Table 22f: Language Immersion programming (current high school offerings include Spanish immersion at Roosevelt and Hmong immersion at Henry)

	Edison	Henry	North	Roosevelt	South	Southwest	Washburn
I don't care at all	14.4% (27)	19.0% (11)	20.5% (41)	20.5% (31)	14.6% (48)	18.0% (56)	14.7% (10)
I care a little	39.9% (75)	46.6% (27)	34.0% (68)	23.8% (36)	36.9% (121)	37.3% (116)	41.2% (28)
I care a lot	38.3% (72)	25.9% (15)	33.0% (66)	43.0% (65)	36.3% (119)	31.5% (98)	36.8% (25)
I don't know	7.4% (14)	8.6% (5)	12.5% (25)	12.6% (19)	12.2% (40)	13.2% (41)	7.4% (5)
Total	100.0% (188)	100.0% (58)	100.0% (200)	100.0% (151)	100.0% (328)	100.0% (311)	100.0% (68)

Table 22g: Ethnic Studies courses

	Edison	Henry	North	Roosevelt	South	Southwest	Washburn
I don't care at all	12.8% (24)	14.0% (8)	20.3% (41)	13.2% (20)	11.7% (38)	11.9% (37)	10.4% (7)
I care a little	32.6% (61)	38.6% (22)	31.2% (63)	32.9% (50)	36.9% (120)	42.3% (131)	40.3% (27)
I care a lot	42.8% (80)	43.9% (25)	32.2% (65)	40.8% (62)	39.1% (127)	31.9% (99)	43.3% (29)
I don't know	11.8% (22)	3.5% (2)	16.3% (33)	13.2% (20)	12.3% (40)	13.9% (43)	6.0% (4)
Total	100.0% (187)	100.0% (57)	100.0% (202)	100.0% (152)	100.0% (325)	100.0% (310)	100.0% (67)

Table 22h: Foreign Language courses

	Edison	Henry	North	Roosevelt	South	Southwest	Washburn
I don't care at all	7.9% (15)	6.9% (4)	19.8% (40)	13.8% (21)	10.1% (33)	9.0% (28)	7.4% (5)
I care a little	29.1% (55)	43.1% (25)	29.7% (60)	22.4% (34)	30.5% (100)	28.7% (89)	25.0% (17)
I care a lot	53.4% (101)	44.8% (26)	41.1% (83)	53.3% (81)	52.1% (171)	54.8% (170)	61.8% (42)
I don't know	9.5% (18)	5.2% (3)	9.4% (19)	10.5% (16)	7.3% (24)	7.4% (23)	5.9% (4)
Total	100.0% (189)	100.0% (58)	100.0% (202)	100.0% (152)	100.0% (328)	100.0% (310)	100.0% (68)

Table 22i: International Baccalaureate (IB) courses

	Edison	Henry	North	Roosevelt	South	Southwest	Washburn
I don't care at all	12.6% (24)	20.7% (12)	23.0% (46)	21.2% (32)	23.4% (77)	16.8% (52)	20.6% (14)
I care a little	31.1% (59)	29.3% (17)	26.5% (53)	27.8% (42)	30.4% (100)	36.2% (112)	29.4% (20)
I care a lot	46.8% (89)	39.7% (23)	30.0% (60)	34.4% (52)	24.0% (79)	35.6% (110)	36.8% (25)
I don't know	9.5% (18)	10.3% (6)	20.5% (41)	16.6% (25)	22.2% (73)	11.3% (35)	13.2% (9)
Total	100.0% (190)	100.0% (58)	100.0% (200)	100.0% (151)	100.0% (329)	100.0% (309)	100.0% (68)